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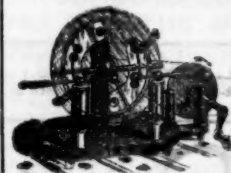
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But give me, Lord, eyes to behold the truth;
A seeing sense that knows the eternal right;
A heart with pity filled and gentlest ruth;
A manly faith that makes all darkness light;
Give me the power to labor for mankind;
Make me the mouth of such as cannot speak;
Eyes let me be to groping men and blind;
A conscience to the base; and to the weak
Let me be hands and feet; and to the foolish mind;
And lead still further on such as thy kingdom seek.

SPECIFIC statements in reference to what manual training work should be introduced into our schools are called for. In trying to state what, in our opinion, should be done in this direction, we desire to say that the words "manual training," "education by doing," and "object teaching," are popular terms for real education. They are the

direct and simple expressions of the philosophic doctrine of realism, as opposed to idealism. Realism is the doctrine of objective realities. Things exist before ideas of things exist. All thoughts are derived from conceptions of things, received by the mind through the senses. If the mind has original endowments of knowledge at birth, then realism in education loses its basic philosophy; in fact, we should not attempt to defend it if we held that doctrine. But we believe that an infant would never know anything, if it had no power of receiving impressions by means of the senses and the brain. It is endowed with capacity of knowing, but not with knowledge when it is born. Here is the basis of realism in education.

THOUGHT is made up of two elements—the *getting element*, and the *giving element*. If a child's mind should receive impressions from things, and never give the information of these impressions it would not have thought—it could not. Expression is necessary to thought. This is the order: first, impression of things upon the mind; second, the effort to communicate the nature of those impressions to others. As there is no sound without ears, so there is no thought without expression, or an attempt at expression. This is according to Max Müller, in his book on the "Science of Thought," in which he proves, to our mind, most conclusively the identity of language and thought.

THE philosophy of manual training is found in the two preceding paragraphs. We have thought that it was necessary to say what we have, in order to show the consistency of the statements that follow. The first education of the child must be through the means of the senses, and through its efforts to express its sense perceptions. The young child deals entirely with things. As the various objects strike its eye, its ear, its mouth, its nose, and its hands, it receives impressions that arouse activities in the brain. Its cries, its early effort to smile, its reaching after things, its ideas of distance, relations and time, all come through the means of its sense perceptions. Its early training is "manual." By this we do not mean the hand, but all the ways in which the mind receives and gives impressions. When the child is old enough to join the kindergarten class, the same methods of instruction that nature has prescribed are used. Froebel's methods are all in harmony with her laws. The educational world universally recognizes the value of his system of culture, and is coming to admit that every primary class should be conducted according to the principles he laid down. He was a "manual training" reformer.

When the child grows older, the objects of sense are greatly increased in number, the range of vision widens, the sense of hearing becomes more acute, the taste more delicate, and the avenues of the mind more active. At the same time more numerous efforts are made to give to others the impressions of these perceptions, and language becomes, not only the vehicle of thought, but the *very essential element of thought itself*. Some one may ask here, What is thought? Perhaps the simplest definition that can be given is, the act of working up sense perceptions. Imagination reconstructs the pictures impressed upon the mind, the memory retains them, the reason puts them in order and draws from them correct conclusions. All the faculties of the mind are dependent upon the acts of receiving, and the efforts put forth in giving.

WHEN the child has reached the age of ten years should this method of education be changed for a new one? It is our opinion that it should not. In every school there should be all possible means

afforded for doing things, and for making objects. The senses should be brought into active play. There should be a kindergarten table in every district school in the land. There should be the means of planing, sawing, carving, molding, and working. We know this is contrary to the prevailing educational philosophy of the present day, but we also know that it is directly in accordance with the true philosophy of education. Some one may ask, is thinking to be relegated to the past? How about history and the languages? We answer the basis of all work in the school-room is directly connected with and dependent upon sense activities. The processes of thought should be a center, but every effort in school that has not appliances for the purpose of bringing all the senses into their fullest and highest activity is not promoting thought activity. We conclude that every school should possess all possible means of stimulating the senses to their highest activity. In other words, they should give the senses the power of receiving as many impressions as possible, and of giving out these impressions in the very best possible manner. This is "manual training" work. We do not advocate less study, but more; less thoroughness, but more; less interest, but more. But we do advocate less formal examinations, less cramming, less percentage-marking, and more of the healthful enthusiasm, and more efforts towards forming and bringing all parts of our nature to their highest and fullest and best activities. This will be done when the true philosophy and practice of manual training work is understood, and *not until then*. Will some one point out the error in our philosophy?

ONE hundred and fifty years ago it was customary for all clergymen in this country to wear gowns in the pulpit. A writer of that period imagined himself entering a modern church, and seeing no gown worn, or tuning fork used, and no sounding board above the preacher's head. Thereupon he bewailed the demoralized condition into which religion would fall. There are always some in every age who betake themselves to lamentation because the old is not retained. Their doctrine is "whatever is, is right." This is we confess a comfortable creed. New things have an upsetting effect, demoralizing established customs and forms; still the new always has been coming to the front, and the old continually passing away. The old woman who is trying to keep down the rising tide with her broom has been unusually busy for several years past, and is likely to be for several years to come.

THE educational sentiment of England and America is well illustrated by Edmund Russell, the exponent of the Delsarte system of expression, who has been in Europe for the past two years.

"In England," he says, "I found that the artist is more honored for himself than he is in the United States, where, the work that he has done or can do is the chief point of interest. A celebrity, irrespective of his intrinsic merits, has a following and a vogue in England that would excite the amazement of Americans. All this is very pleasant for the artist personally; but there is a drawback to it. Englishmen are slow to accept new ideas, even while honoring those who promulgate them. And in all matters of education they are fully twenty years behind the Americans. I can perhaps best express the difference by saying that a man with a mission would receive more attention in England, but would meet with more success in the United States."

The testimony here given is quite interesting, but we doubt whether it expresses the exact truth. The two countries, England and the United States, are nearer alike than we are apt to think. A man is generally valued in any civilized country up to the full value of his worth.

TENURE OF OFFICE IN NEW YORK CITY.

There have been many criticisms on the New York City schools during the past few years, but in respect to the tenure of office in them there can be nothing better desired. Those who are in places, and have served faithfully for several years, are as certain of retaining their positions as they are to continue to do good work. There is a way of securing dismissals of those who become incompetent for any cause, which, perhaps, could not be improved, and yet it is, under the present arrangement, very effective. There is no possible reason why a teacher who has given satisfaction for one year, in doing a certain kind of work, should not be permitted to remain another year to do the same kind of work. There is in New York City now no danger that any teacher who has served a reasonable length of time, and has given satisfaction will be called up for re-examination. Under the new rules, recently adopted by the board, re-examinations will become impossible, and incompetent teachers will be removed, not on account of any scholastic unfitness, but because they are not able to do their work to the satisfaction of the principal and the city superintendents. When a teacher has once entered upon her work, and has passed the required examinations there should be an end forever of tests as to text-book knowledge. The tenure of office should depend entirely upon the ability to do school work, and not upon the number of examination questions that might at any time be proposed. In a short time a roll of a large number of teachers in this city will be prepared who will not only be exempt from technical examinations, but also from periodical visitations from the assistant superintendents. This will do a great deal towards raising the standard of teaching. There are disadvantages connected with this plan, because doubtless some who are incompetent will still continue to teach. But no system is free from defects, yet on the whole, the tenure of office, and the position of the teacher is as favorable in this city to-day as in any city in the Union. Now we should bend every effort to adopt instruction to the wants of the pupils, and make our schools of the greatest use to the greatest number.

LEARNING HOW TO STEAL.

There are regular systems of education, not authorized by the state. Professional thieves are engaged every day during the year in instructing young girls and boys how to commit crime and not be detected. In learning to steal, dexterity is of great importance. The first lesson teaches beginners how to receive stolen goods from the hands of more experienced thieves. In the next grade pupils are permitted to do fine work; such as stealing laces, silk, or jewelry under the direction of the teacher, who remains near by. If the pupil is detected her guardian usually manages to secure her release. In this school of shoplifting those who are expert have no difficulty in obtaining bail. In one instance, recently, a child paid the sum of five hundred dollars, or rather it was paid for her, rather than to appear in court. Two thousand dollars was the bail fixed for a woman who stole several valuable rolls of silk. The places where instruction is given are found in the crowded portions of our cities, from which experienced graduates are sent out to the ferries or to the Grand Central Depot on the lookout for ladies or old gentlemen with well filled pocket-books. The person when found is followed from store to store until the victim loses his money, or shows himself too careful for the thief's profit.

As a rule graduates from the school of stealing are not well dressed, neither do they save the money that they get. Generally they pawn the articles they purloin, seldom getting over ten to fifteen cents for what would bring in the store a dollar. At least nineteen-twentieths of the shoplifters are women. The male thieves usually work the wholesale stores, often pretending to be strangers who have "just come to town and thought they would stop on their way to their hotel." One of them carries a satchel into which they put whatever articles they can put their hands on without being detected. The methods of instruction in these schools are much more thorough now than in past years, because the increasing experience of store-keepers and detectives have driven bunglers out of this branch of work, so there is a sharp warfare being waged in every city between experienced detectives, and equally experienced and ingenious thieves. This is only one branch of the work of evil that is operating at the present time. It is interesting to those engaged in the work of education, because it shows them that not all the most successful schools are

under public patronage or supported by private munificence. The schools of evil are numerous and often as successful, in their way, as the schools of good.

WHAT IS SECTARIAN TEACHING?

Exactly what sectarian teaching is has not been clearly defined, but, notwithstanding, everybody knows what it means. For example everybody admits that it would be sectarian for public school teachers to teach either a Protestant or a Catholic catechism in the school, but it would not be sectarian for them to teach the divinity of Christ, or the divine inspiration of the Bible. This is our opinion. Some one may ask, would it not offend an agnostic to teach the existence of God, and would not a Jew object to the study of the New Testament as a divine book? Certainly, but we are a Christian country, and the law of Christianity is the common law of our land. The basis of morality rests upon the revealed will of God. If not so based, on what shall we put it? In this view, the teaching of morality is, to some, sectarian. What is right? Is polygamy right? Is stealing right? Is murder right? Why not? It would be difficult to answer these questions if we rule God out of the world. But if we recognize God in the world, we at once recognize his will as the guide of his creatures. But to teach his will in our schools is to teach sectarianism, in the view of some.

The sum and substance of the whole matter is just here. Distinctive Catholic, Presbyterian, Baptist, Methodist, or Episcopal teaching is sectarianism, but free, tolerant, universal, general Christianity is not. Our schools must stand on the broad basis of the Bible, and the universal church. The sermon on the mount, the ten commandments, the psalms of David, the parables of Christ, are the common property of the Christian world. Prayer to God is a duty, and the Lord's Prayer should be devoutly offered up each morning in every public school in all our land; at least so we sincerely believe.

A NOBLE LIFE.

There lately died in Cairo, Egypt, a woman who was known and honored throughout England for the work she accomplished and the admirable qualities she possessed. At the age of thirty-seven, while visiting Cairo, she became especially interested in the young girls who were growing up uncared for in the midst of sin and ignorance. After thinking concerning her duty, long and conscientiously, she made up her mind to devote her life and means to their training. At her own expense she opened her school, and pupils soon filled it. After awhile she made arrangements to receive boys in a separate department. Christian friends soon lent her assistance, and the late Khedive, Ismael Pasha, gave her a valuable plot of land where she erected suitable buildings. At the age of sixty-five this woman has just died, but her work lives, and what a noble work it was! Her works literally remain, and for many years her schools will continue to be centers of healthful influence to the young Moslems and Copts of Cairo. The name of this lady was Miss Mary Whately, daughter of Archbishop Whately. Does not her life indicate how much wealthy women of talent and education could accomplish if they would? The boys and girls who have come under the influence of this noble woman during the years of her devotion, have received an impulse that will make them far better men and women than they otherwise ever could have been.

SCHOOL MANAGEMENT.

By JAMES H. DENNIS.

The teacher has to deal with numbers, and hence must know how to *organize his work*; if he does not know how, he must learn. I mean by this that the details of his work must be arranged into a systematic shape.

I was lately in a school where the teacher had not organized work at all. When I entered, the pupils stopped to look at me, showing that the teacher had not planned for such an interruption. In a few moments after he called out, "Arithmetic class get ready," and then a great bustle ensued. Some rose and some did not; a slate was dropped and the teacher called out, "Who was that?" Several answered, "Henry Sabin." The teacher looked at the lad and said, "Henry, you must be more careful." Then he called out, "Come to your class and step lightly." Of course there was confusion and noise. "You needn't all try to get at this end; there's room enough. John, why are you out of your place?" etc.

The class began to recite, but one pupil said, "I learned on the 45th page." Then there was an investigation of that matter. Finally the class finished, and the teacher said, "You may go to your seats." This was the signal for more confusion, during which the teacher pounded on the table and called for order. After the confusion had subsided the teacher remarked, "I have made some improvement, but it always has been a very noisy school."

Now the trouble lay with that teacher, and not with the pupils. He had not made plans that would obviate the disorder; and it is probable he gave no attention to the details until there was confusion, and then he called for order, and was disappointed that order was not forthcoming.

I visited a high school lately where the girls and boys recited separately, and where there was need of "changing classes" at the end of every thirty-five minutes. Yet this was effected without confusion, although 300 were thus shifted from room to room. A bell struck, and the recitations all stopped; another bell, and all rose and passed to the door; the "officer of the day" gave the word, and all were in motion. There was a noise of the feet, it is true, but there was no confusion. This was a case in which there was organization, the details had been planned out, and all proceeded according to the plan.

In another instance, while sitting beside a teacher, the bell rang to end the recess. At once several pupils rushed in breathless and gained their seats; they felt they were doing right to be so prompt, and deserved praise. Not so the teacher. Scolding them severely, she ordered them out into the hall; just then a few others came in, and in a moment the whole school straggled in and took their seats. There was much noise and confusion. The teacher felt chagrined: "I never shall succeed, I fear, in getting these children to come in quietly."

I determined to teach her that it was her fault, and asked if I might try an experiment. Selecting two pupils—there were two doors—I whispered to them my instructions. I then sent the pupils out. In a few moments the bell was struck, and the signal for the two pupils to arrange the rest in rows outside. This being done, they stepped just inside the door and gave me the signal agreed on. I now asked the teacher to close her eyes, and then gave the two pupils a preconcerted signal; they motioned the rest of the pupils to enter on tiptoe. When all were seated, I asked the teacher to tell me how many had entered; she thought about a dozen. On opening her eyes she expressed astonishment that the whole school had come in so noiselessly. The pupils were much amused on their part. It was due to their co-operation that I had succeeded.

Now in this case I simply planned to have them walk in one at a time. I confided the working out of this plan to two of the pupils. The teacher did not plan to have them enter one at a time; she left it to their own judgment. But there must be plans; the pupils must be acquainted with these plans. If they are good plans, they will remove many obstacles, if not all.

NO MORE JOURNALS.

As the spring advances announcements of new educational journals appear. This, as a sign of activity in the educational world, arouses a sensation of pleasure; but he who thinks of publishing an educational journal should take what Dr. Abercrombie advised a patient—namely, advice. We candidly believe that every publisher of every educational paper in this country would say that he regrets the time and the money he had spent—taking all things into consideration. If a person desires to make himself useful, and has money and time to give away, here is an excellent field. Every year we note the rise of a dozen new journals, and every year we note a dozen stop. An enthusiastic teacher proposes to start a paper: he gets in some advertising; he goes to some gathering of teachers, and gets teachers to promise to take it; after a while he finds it does not pay; however, he tries it a second year, and then sells out, if he can, and stops anyhow.

And this is a natural result, for there is no money in educational journalism. In the case of this paper, probably \$25,000 was spent before it yielded any return, and the return now, considering the outlay and the brains spent in preparing it, is not to be compared with what it is in other lines of work. We want to see our educational brethren flourish, but we tell them, frankly, that the way to flourish is not by publishing journals. There is no money in this kind of work.

We urge every county superintendent in particular to advise all teachers ambitious of publishing *not to do it*. Great discredit is brought on educational journalism by the many failures that occur. We used, in the early years of our work, to get letters saying, "Send me the paper, and if you keep going, I will pay at the end of the year. I have been taken in too many times to risk any more." More journals are not needed; an improvement of those that are published is the thing; and that can only be effected by a stronger and heartier support, and by publishers who can command the ablest writers, and who know the business. Remember, it is a *business of itself*, and cannot be carried on by every enthusiastic teacher who undertakes it without experience.

JOHN BRIGHT commenced his oratorical life by committing his speeches, a practice which he speedily abandoned as clumsy and debilitating. Attenuated extemporary preaching may have occasional upheavals of life in it, but a strain of memory after words has nothing wherewith to move an audience, except to see a man in labor.

It is one of the most encouraging signs of the times that the word *alumna* is frequently found in the papers. Can some of our younger readers tell us why? We suppose, of course, that all the old heads can answer this question.

THE geographers are all at sea regarding the geographical center of the United States. Taking Quoddy Head, Maine, as the most eastern point, Alton Islands the most western, Point Barrow, Alaska, the most northern, and Key West, Florida, the most southern, and forming a parallelogram, it appears that the geographical center of the country is 270 miles west of San Francisco in the Pacific Ocean. Who says we have no rights to protect in the Pacific?

THE REV. WILLIAM RIGHT, an eccentric English clergyman, has left his fortune to found a college for young women, in which the pupils shall get up early in the morning, take cold baths, and attend "quarterly conversaciones," in which two-thirds of the persons present shall be single men.

TEACHERS should be extremely careful in the investigation of that which is prepared for the good of their pupils. Nothing that is good is too good for children. The good of the children means happier homes, a better state of society, a purer ballot box, and the perpetuity of our beloved country.

THE new states will become parts of the Union by proclamation of the President, after they have adopted constitutions.

SUPT. S. S. TAYLOR, St. Paul, died suddenly in the midst of his duties, March 18, 1889.

POLITICAL socialists are having a hard time of it just now. Germany sends them away, Russia will not have them, France makes life miserable for them, and they are in great danger of being hung in the United States. Verily, their way is a hard one.

EPAMINONDAS, conqueror of Sparta, once did justice to the nursery in a famous sentence. "I," said he, "rule the Thebans; my wife rules me, and my baby rules my wife. Thus you see who is the ruler of Thebes."

OFF FOR EUROPE.

We mentioned last week a cheap excursion arranged by Henry Gage & Son, of this city, for the benefit of those teachers and their friends, who wish to visit Paris and its exposition during the coming summer. We have had occasion to look into this matter somewhat thoroughly during the past week, and we find that it affords an excellent opportunity for teachers to visit the Old World. The sum of \$150 is so low that it would seem to be within the reach of thousands who have thought, until the present, that they were not able to cross the ocean. This amount includes all expenses of ocean travel, railroad fares, hotel bill, carriage hire, in fact everything that would come under the head of necessary expenses. The route is from New York to Liverpool, London, Brighton, Dieppe, Rouen, to Paris and return. Nearly a week will be spent in both London and Paris. Full accounts of this excursion can be obtained by addressing William H. D. Newson, 946 Broadway.



ALBERT B. WATKINS, Ph.D.

Albert B. Watkins was fitted for college at Fairfield Academy; graduated at Amherst College in 1863; taught Greek and Latin at Fairfield Academy from 1863 to 1867; organized and conducted the Willow Grove Seminary, at Westboro, Mass., from 1867 to 1868; taught Greek and Latin at Fairfield Seminary from 1868 to 1870; was principal of Hungerford Collegiate Institute at Adams, New York, from 1870 to 1882; was school commissioner of the first commissioner district of Jefferson County, New York, from 1879 to 1882; was state inspector of teachers' classes from 1882 to 1884; was appointed assistant secretary of the board of regents, November, 1884, to fill vacancy, and was elected by the board in January 1885, which position he now holds; was president of State Teachers' Association 1882; has prepared various papers for the State Teachers' Association, the State Commissioners' Association, and the Regents Convocation; including the "Study of English Literature," "The State and Secondary Education," and upon other topics connected with education; and a history of "Instruction for Common School Teachers in the Academies of New York," for the "Historical and Statistical Record," published by the board of regents in 1884. He received the degree of A. M. in course, from Amherst College in 1866, and of doctor of philosophy from the University of the State of New York in 1874.

AN ARBOR DAY FACT.

The first Arbor Day was observed in Nebraska seventeen years ago, when 12,000,000 trees were planted. There are now growing in the state 605,000,000 trees. In other states many millions of trees have been planted, and at the present time thirty-four states observe an Arbor Day. A hundred thousand acres of valueless dunes on the Bay of Biscay were planted with trees by Bremonier, which now yield France an annual income of a hundred and thirty thousand francs.

A DELIGHTFUL EXCURSION TO THE NATIONAL ASSOCIATION.

Teachers and their friends who desire to take a delightful excursion, cannot do better than to attend the meeting of the National Educational Association at Nashville in July. The exact route as selected is as follows: Leaving New York by the Old Dominion Steamship line, the party goes directly to Norfolk, Va.; from that place by special boat to Old Point Comfort, and Fortress Monroe, with a visit to Gen. Armstrong's famous Indian schools. From thence by rail to Richmond, past William and Mary's College. From Richmond to Nashville by cars direct. On the return stops are to be made at Mammoth Cave, Natural Bridge, White Sulphur Springs, Monticello,—the home of Jefferson, and thence to Washington, and by rail returning to New York. The total cost of this trip from New York to Nashville

and return will be \$37. This will include meals and state-room on the steamer. Those who wish, can return by Richmond and the Old Dominion Steamship line to New York. The price, returning by this route, will be \$32. The other expenses will be very light, depending of course upon how many side trips excursionists desire to make; but with economy the whole cost need not be over \$60, perhaps \$55. All New York and Brooklyn teachers and their friends, desiring to avail themselves of the advantage of this excursion, must secure a certificate from Jerome Allen, 25 Clinton Place. Director of the National Association for New York. New Jersey teachers must apply to C. J. Prescott, Public School No. 13, Jersey City, for a similar endorsement. The excursion is open to teachers and their friends. We shall keep our readers advised of the particulars connected with this excursion from week to week.

THE AMERICAN SOCIETY OF NATURALISTS.

At a recent meeting in New Haven of the committee of the American Society of Naturalists, the following resolutions were passed:

1. Instruction in natural science should commence in the lowest grades of the primary schools, and should continue throughout the curriculum.
2. In the lower grades the instruction should be chiefly by means of object lessons; and the aim should be to awaken and guide the curiosity of the child in regard to natural phenomena, rather than to present systematized bodies of fact and doctrine.
3. More systematic instruction in the natural sciences should be given in the high schools.
4. While the sciences can be more extensively pursued in the English course in the high schools than is practicable in the classical course, it is indispensable for a symmetrical education that a reasonable amount of time should be devoted to natural science, during the four years of the high school course, by students preparing for college.
5. An elementary (but genuine and practical) acquaintance with some one or more departments of natural science should be required for admission to college.

The chairman of this committee is Samuel F. Clarke, of Williams College, Williamstown, Mass.

AVERAGE INTELLIGENCE.

One of the two women spoken of a few weeks ago in the JOURNAL, who thought that the school of pedagogy was established for the purpose of training pedestrians, was riding in a street car with a friend the other day, when she saw an opening in the street from which clouds of steam were rising. "Where does that steam come from?" she asked her companion. "From pipes under the street," she replied; "they run all over the lower part of the city for heating purposes, and for running engines." "What do you mean?" said the first; "you don't pretend that anybody thinks that this city, or even the lower part of it, can be heated with steam or anything else, and in such weather as this too! It doesn't seem to do much good yet. Now, tell me what those pipes are for, if you know, because heating the city is nonsense, of course, anybody might as well talk about heating Greenland with gas stoves." "Why, my dear," said the other, as she got a chance, "you don't understand me; I only mean that the pipes go into buildings and are used just as steam pipes are used in any one building by itself." "Oh!" she answered, and then was silent, but she was evidently wondering how a city could be heated by steam.

TEXAS AHEAD.

The daily press recently said that there are several counties in Texas which, without special taxation, will receive next year from \$25 to \$40 of school money for each pupil. Nowhere else in the world can such ample provision for education be found. We congratulate Texas on her remarkable good fortune. If nowhere else can such provision for education be found, then nowhere should be produced such men and women. What we have seen of the people of the "lone star" state, we are inclined to believe that nowhere is the educational outlook more cheering. Are we not right, Texas?

SUPT. JOHN E. BRADLEY, formerly principal of the high school at Albany, this state, has been re-appointed superintendent of the public schools of Minneapolis for another term of three years.

Dr. Allen's supplement on "Temperaments" is so helpful that I feel under great obligations to him. It is a perfect gem. I wish that every young teacher in the country might read and study it.

WILL S. MORRIS

THE DETERIORATION OF THE ENGLISH LANGUAGE IN CORRECTNESS, FORCE, AND TERSENESS.

By PRIN. F. H. HANSON, Newark, N. J.

A few weeks ago there appeared an article in the N. Y. SCHOOL JOURNAL in which this very broad and surprising statement formed the closing sentence: "We have space to record a fact that must be patent to any one who is at all conversant with the qualifications of teachers and pupils, viz.: That just now the one growing lack in our schools is the ability to use the English language, in expressive thought, with fluency, ease, force, and correctness."

Very naturally the query comes from every thinking man and woman, if this statement be true what is the cause of this great lack in our own language of that "vigorous English," of which Story in his poem speaks? Can it be that our language, which has been taught for generations, and which we claim to be the finest language that will be taught for generations to come, shall ever come to that point where it will be beyond our control, and where we shall all speak poor English as easily, even more easily, than good English? If this be so we certainly are at a crisis where something must be done.

It is my intention to treat of this subject only in so far as it relates to our public school work. That strength and vigor are prominent characteristics of the English language, no one will deny, and to those, who are masters of it, it has not lost any of its former force and terseness. But the great difficulty is to find those who are masters of it. They are very few indeed, and for that reason their influence is overcome, in a large measure, by the great masses of those who are gradually corrupting it.

Assuming that this corruption is now going on, and that by this means our language is losing its correctness, force, and terseness, I will mention (1) some of the causes of this deterioration, and (2) their remedies.

First: Perhaps the most general and wide-spread cause is the great amount of so-called slang and coarseness of the language of the home and street. The amount of slang which is taught our pupils is assuming large proportions, and a great deal of this teaching can be laid right at the doors of the teachers and parents. Very much of the slang heard at the present time, the so-called social slang, has its beginning in the provincialisms, which are customarily used by nearly every one.

The two are so closely linked together that their effect on the correct use of the language is the same. In using provincialisms we do not trespass against universal law, because we have the defence that we are speaking as the people around us speak.

Such expressions as were quoted in a recent number of the JOURNAL as "awful handsome," "horrid nice," and "jolly sunset," and that new but exceedingly vulgar expression "thanks awfully," are prejudicial to good English, and as long as they are used, whether by the educated or uneducated, will have a strong tendency to mar the beauty and impair the meaning of the language.

There is undoubtedly too great a laxity in the conversation of our homes. The parents do not check the use of slang in their children; indeed, they themselves indulge in its use. Is it not a fact to be deplored that in this age of educational progress, the home is a factor in undoing what the public schools are doing?

Do you wonder that our language is not spoken correctly by the school children when you go out at night or indeed, at any time out of school hours and watch the children who may be found in the streets? Did you ever observe who they were and with whom they were associating? Were you surprised to find a large percent, age of them school children, and many of them from your own school? This is a part of their education that is undoing what we are doing in our schools.

Second: The reading of trash such as dime novels, newspaper stories, fifth-rate story books, such as are too often found in the average Sunday-school library, instead of good literature. A great percentage of the children in the public schools are eager for such reading. A great deal of this trash is distributed free at the very doors of our houses of learning. Our Sunday-school library books too often are not of the most elevating kind. The moral lessons therein taught are very often questionable and unsafe; and in much of this literature the English language is written in a loose and slovenly way and is interspersed with all sorts of provincialisms and slang.

Third: Another cause is found in the almost total ab-

sence, from the home and the school, of those masterpieces of the English language, which constituted the chief staple of the reading of the people, old and young, two generations ago. This cause is perhaps as important as any that will be given. The desire for that kind of reading does not seem to enter the mind of the average man in this generation. The time is spent in the reading of the newspapers, trashy periodicals, and light literature generally, to the entire exclusion of more solid reading.

It was not an uncommon thing to find the works of such authors as Burke, Mill, Shakespeare, Hamilton, and Johnson, in the homes of our forefathers, and they were read faithfully. You will find such works in many libraries to-day, but they are unread, except in homes of educators.

In our schools we very seldom hear extracts from Webster, Clay, Adams, and numerous other masters of the English language, spoken at rhetorical exercises, as they used to be, but they are replaced by that class of literature which partakes of the ludicrous and commonplace. Pieces that contain no particular amount of thought in their construction, and which are easily learned, and more easily forgotten. No maxims are impressed on the minds of the young that they are able to call to mind in future time.

Fourth: The tabooing of the spelling-book in the schools. In speaking of this point I do not wish to give the impression that I am a believer in oral spelling, or in written spelling exclusively, but I do believe in both oral and written spelling. Not long ago written spelling was unheard of; to-day oral is getting to that point. My argument then for oral spelling in respect to a better use of the English language is, that a constant drill, if properly and carefully conducted by the teacher, has much to do with fixing in the mind and practice a correct pronunciation of the language. Correctness is absolutely necessary; for corruption here leads to corruption in all other respects.

Fifth: The incompetency of much of the language teaching in the lower grades especially, but more or less in the higher also. This arises from the fact that the teachers of the lower grades are usually those having either no experience at all, or a limited experience, in teaching. They do not notice so readily improprieties in the use of the language by their pupils, and they are very liable to speak the language incorrectly themselves, thus by example teaching incorrect and useless terms. The language used by the teacher in the presence of the class, cannot be too carefully selected and spoken.

Sixth: Another serious detriment is the overcrowded courses of study, and the introduction of too many subjects, rendering thoroughness and mastery of the work impossible. This perhaps is not so evident in some of our larger cities. But in the majority of places where school accommodations are not so adequate, where the courses of study are more complicated, where teachers have two classes instead of one, thus making double the work, this is a very serious detriment, and it does not seem as if there could be any remedy, for there is continually the cry for more studies, and in the vain endeavor to introduce all of these into their curriculum, the great work of teaching the English language correctly is sadly neglected.

Seventh: And last of the causes I will mention the employment of teachers who are only partly educated, and consequently only partially fitted for the work of the teacher.

TURKEY'S EDUCATIONAL AFFAIRS.

Turkey is progressing to-day as never before, in spite of the Turks. They are not progressive. They are conservative, but two forces are exerting a tremendous influence in the country—education and the Bible. Little headway has yet been made, when the numbers yet unreached are considered, but the work is growing.

The Christian schools are watched closely, for the Turks are trying to exclude all Moslem children from entering them, because non-Moslems are admitted. The Turkish government holds the Armenians in subjection for many reasons. They make better servants if they know nothing of the possibilities of the mind and have no ambition to rise. Then, too, if they are ignorant, they are more easily deceived by the imposition of larger taxes than the law fixes. They are actually thus cheated, and, if resistance is made, are beaten or imprisoned. Educated men could not be treated in this way. It follows, therefore, that if the Armenians are educated, a good source of revenue for the local governments will be cut off.

Emigration to the United States is also opposed.

When the Armenians found out that in America there was freedom and equality, many left the country, willingly paying for their passports. The Turks found that they were departing in large numbers. The order was at once sent to Constantinople that no more passports were to be granted. It would be dangerous perhaps, certainly uncomfortable, for the government to have large numbers of subjects who have imbibed American ideas of freedom. All who go to the United States are compelled, before receiving their passport, to give security that their taxes in Turkey will be paid during their absence, even if they remain long enough to become naturalized. As soon as these naturalized Armenians enter Turkey again, they become Turkish subjects, with no rights whatever as American citizens.

Notwithstanding these obstacles, the Armenians are becoming educated and are holding many good positions in nearly all departments of government, in professions, and in trades. The men who do the actual work in nearly every department of state at Constantinople are Christians. The native Armenian ability is showing itself and expanding under the culture of Christian schools, although thirty generations of oppression lie behind them.

So it has been wherever education has gone, in the history of the world. It is looked upon with suspicion and troubled with persecution, but it always grows, and, in its growth, elevates humanity.

THE SAMOA CATASTROPHE.

The sympathy of the whole country was stirred recently by the naval catastrophe in Apia harbor, one of the Samoa islands. There was some danger of a naval battle, but this was averted by the terrible storm that failed to discriminate between German and American ships; but dashed them against each other and the reefs so thoroughly that many officers, sailors, and mariners, were either drowned, or else cast helpless on the islands. This terrible outburst of nature will probably facilitate the speedy settlement of this Samoa question. The importance of the Samoan Islands will be increased in the eyes of the civilized world, when a canal is completed between the Atlantic and Pacific oceans. The Sandwich Islands will then be out of the direct line of trade between Europe and America, Asia and Africa, and it is of the utmost consequence that the United States should secure the permanent occupation of some secure land-locked harbor that would be protected from hurricanes by lofty mountains. Such a harbor is said to be Pago-Pago, which our country acquired a few years ago for the purpose of making it a permanent coaling station. It will now be wisdom to utilize this harbor, which is said to be the best and safest in the south seas, and at once put our government in a condition of self-protection, which means that United States traders will be protected while prosecuting their business. It is now a good time to teach the relation of these and other islands of the Pacific to the civilized world. These islands are soon to be in the direct line of a large part of the world's commerce.

METALS MORE PRECIOUS THAN GOLD.

Fully ninety-nine persons in every hundred, if asked to name the most precious metals, would mention gold as first, platinum as second, and silver as third. If asked to name others, a few might add nickel, and a very few aluminum to the list. Let us see how near to the truth they would be. Gold is worth about \$240 per pound, troy; platinum \$130, and silver about 12. Nickel would be quoted at about 60 cents, and pure aluminum \$8 or \$9 to the troy pound.

We will now compare these prices with those of the rarer and less well-known of the metals. To take them in alphabetical order, barium sells for \$975 a pound, when it is sold at all, and calcium is worth \$1,800 a pound. Cerium is a shade higher—its cost is \$160 an ounce, or \$1,920 a pound.

These begin to look like fabulous prices, but they do not reach the highest point; chromium brings \$200, cobalt falls to about half the price of silver, while didymium is the same price as cerium, and erbium \$10 cheaper on the ounce than calcium, or just \$1,680 per pound.

If the wealth of the Vanderbilts be not over-stated, it amounts to nearly \$200,000,000. With this sum they could purchase 312 tons of gold, and have something left over, but they couldn't buy two tons of gallium, that rare metal being worth \$3,250 an ounce. With this

metal the highest price is reached, and it may well be called the rarest and most precious of metals.

Glucinum is worth \$250 per ounce; indium, \$158; iridium, \$658 a pound; lanthanum, \$175, and lithium, \$160 per ounce. Niobium costs \$128 per ounce; osmium, \$160; platinum, \$175; and rhodium, \$160, respectively \$640, \$400, \$130, \$32, and \$512 per pound. Strontium costs \$128 an ounce; tantalum, \$144; tellurium, \$9; thorium, \$272; vanadium, \$320; yttrium, \$144; and zirconium, \$250 an ounce.

Thus we see that the commonly received opinion as to what are the most precious metals is quite erroneous. Barium is more than four times as valuable as gold, and gallium more than 162 times as costly, while many of the metals are twice and thrice as valuable. Aluminum, which now costs \$8 or \$9 a pound, will eventually be produced as cheaply as steel. When this can be done it will push the latter metal out of a great many of its present uses, as it possesses great strength, toughness, and elasticity, with extreme lightness of weight. Its sources of supply are inexhaustible, and its present high cost arises from the difficulty of its extraction in a metallic form. Indium seems to be chiefly used for pointing gold pens, and many of the metals mentioned have but a limited sphere of usefulness.

FOR THE GEOGRAPHY CLASS.

Bassa Norok (meaning black sea) is the name of the new found African lake. Count Teleki, ten months ago, visited this big lake, and traveled along its eastern shore thirty-one days before he reached its northern limit. It is directly north of Lake Baringo, lies between 2° and 5° north latitude, and is about 155 miles long. Like Tanganyika, it occupies a long, narrow trough in an elevated plateau. Its width for the larger part of its extent is about twenty-five miles, though in its southern portion it is much narrower, and in two places it is scarcely more than six miles wide. Lying almost on the western edge of the great plateau of Gallaland it is one of the most solitary and uninviting large bodies of water in the world.

This big lake, into which several large rivers run, may be one of the Nile tributaries; its outlet is not yet known. A small salt water lake was found a short distance east of Bassa Norok, on whose southern shore an active volcano was found.

At the north end of the lake, Count Teleki found a region of fertility and plenty, where the Gallas raise immense herds of cattle. The explorer's large caravan here was poor, though very heavily loaded with trade goods. The natives, who had never seen a caravan before, had no use for copper, or iron wire, or cotton, and wanted only big blue beads of irregular shape, which had probably made their way to them through the tribes of Somaliland. For many weeks the caravan had to rely solely upon its guns for food, and, though game was plenty, the scarcity of desirable food was the chief cause of the premature return of the expedition to the coast.

SUPPLEMENTARY READING.

By SUPT. WILL S. MONROE.

That we should have an abundance of supplementary reading, is no longer doubted. The great question is, what we shall have, and how we shall get it? Book publishers are vying with one another in their efforts to furnish the prettiest, the cheapest, and the best, until the list has grown so large that even the most fanciful teacher can find something that suits his own taste and the varied needs of his pupils. During the first year little more is needed than a good chart and several chart primers. Besides several series of first readers, Wright's "Seaside and Wayside, and Our Little Ones" may be used during the second year. The advisability of continuing the use of the school readers after the second year is seriously questioned by many good teachers. Johnson's "Cat's and Dogs," and "Wright's Seaside and Wayside No. 2," are suitable for the second year's work. Johnson's "Friends in Feathers and Fur," "Stories from American History," and Hooker's "Child Book of Nature," are adapted to pupils of the third-year grade. As the grades advance, the list increases, and during the fourth year Johnson's "Wings and Fins," Burrough's "Wake Robin," "Boston Tea-Party," Guyot's "Introduction to the Study of Geography," "Seven Little Sisters," and "Each and All." For fifth year, Hall's "Our World," "Children of all Nations," "Homes without Hands," Lockwood's "Birds and Mammals," "Little People of Asia," "Noble Deeds of our Fathers," Higgin-

son's "Young Folk's History and Boys of '76 and '61."

It is far more profitable to pursue special lines in all supplementary reading work; beginning, for instance, with geography as early as the third grade, and continuing with a well graded list of books as far as the eighth, or ninth years. United States history, literature, and science can be similarly taken up. It is possible to introduce supplementary reading with the purchase of two books of a kind, one for the teacher's use and one for the use of the pupils in the class. This plan combines cheapness with variety; but a better way is to get the number of books corresponding to the largest class in the room. The funds with which to purchase supplementary reading matter is always the perplexing question. That it should be bought at the expense of the school district, there is no reasonable question of doubt, and to them teachers should first apply; but if unable to get them to supply it, teachers should not give up. A school entertainment may be held or the books may be bought at the expense of the individual pupils. A teacher, who is really in earnest and succeeds in stamping her earnestness upon the pupils, the school officers, and the community at large, usually succeeds in getting a reasonable amount of such reading matter. Earnestness is a panacea for half the ills of the teacher's life.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

CHRONOLOGY FOR SCHOOL USE.

April 21—Friedrich Froebel, teacher, author, bn.—1782.
April 22—Madame de Stael, French writer, bn.—1766.
April 23—Jas. A. Froude, English historian, bn.—1818.
April 24—First Newspaper in U. S., Boston N. L.—1704.
April 25—Oliver Cromwell, Eng. statesman, bn.—1599.
April 26—David Hume, English historian, born—1711.
April 27—U. S. Grant, American soldier, born—1822.

GEOGRAPHY.—NORTH AMERICA.

By ELIZA H. MORTON, Portland, Me.

I.

The teacher displays a globe, a map of the hemispheres, and a portable blackboard, on which is traced an outline of North America.

You may examine the map of the hemispheres carefully, and tell me where North America is situated.

North America is situated in the Northern part of the Western hemisphere.

Is North America separated from every other continent?

It is not. It is joined to South America by the Isthmus of Panama.

What one word will express what you have discovered about North America?

Situation?

I think *position* a better word. You may write that word on the blackboard under the heading, NORTH AMERICA; also draw a figure with straight lines that will represent the form of North America.

I have made a triangle. What word will you write under *position*?

Triangle.

Then I suppose the question I would ask from your topic is, "What is the triangle of North America?"

No; *Form*. Form is the word to write.

We will now notice the coasts. By what oceans are they washed?

By the Atlantic, Pacific, and Arctic.

We will name the coasts from the oceans. Which is the longest coast?

The Atlantic coast.

If we were to measure all the indentations of the Arctic coast, I think it would be nearly as long the Atlantic. What is the general direction of the Atlantic and Pacific coasts?

They extend toward the south.

Which is the most irregular coast?

The Arctic coast.

What have you learned about irregular coast lines?

We have learned that irregular coast-lines favor commerce.

Is this true in regard to the northern coast of North America?

I don't think it can be, for the whole northern region

is near the North Pole, and must be a frozen country.

You have reasoned correctly. Which has the more indentations, the Atlantic or the Pacific coast?

The Atlantic coast.

Is the Atlantic coast a frozen region?

It is not.

Where then would you expect to find the most commercial cities?

Along the Atlantic coast.

Which coast is bordered by the greatest number of islands?

The Arctic coast.

We will print the names of the largest islands near North America on this blackboard outline. You may tell me what names to print and where to place them.

Cuba is a funny shaped island.

Yes, I will sketch its shape. (Teacher sketches rapidly on the blackboard.)

You have made an alligator.

It looks like Cuba?

So it does. I never noticed that before.

[TO BE CONTINUED.]

THE DEATH OF THE PAGAN AND THE RISE OF THE CHRISTIAN SCHOOLS.

INTRODUCTION.—Definition of humanism, empirical h., empiricism, and dogmatism.

I. The work of the University at Alexandria.

a. The destruction of its libraries—the Bruchesium by J. C., and the Serapeion by order of Theodosius, A. D. 391.

b. The death of Hypatia.

II. A classification of educational eras since Christ.

a. The life and death of Roman schools.

b. The early Christian schools to Constantine, Tertullian (3rd cent.), Basil (4th cent.), Augustine (4th cent.)

c. The later Christian schools from Constantine to Charlemagne.

d. The era of the schoolmen—Roscelin, William of Champeaux, Abelard, etc.

e. The dawning of a new era commencing with Friar Bacon, (13th Cent.) to Copernicus, Lord Bacon, Galileo, and Bruno (1600).

f. Revival of classical humanism, with Sturm (1507-1589), and Ascham (1515-1568).

g. The beginning of realistic humanism by Comenius (1592-1671).

h. The birth of realism under Pestalozzi and Froebel.

i. The revival of common sense under Arnold and Mann.

j. The beginning of the American science of education.

STEPS IN WRITTEN SPELLING FOR BEGINNERS.

By C. M. LIGHT, Chanute, Kansas.

1. The word is carefully and accurately written.
2. The word is copied from print into script, when the child changes from reading script to reading print.
3. The word is looked at, and a concept of it as a whole is reproduced on the slate.

4. The word is written from dictation.

The following are the steps for beginners in oral spelling, which can be begun after fifteen or twenty words have been read in sentences:

1. The word is spelled phonetically, pronouncing it slowly.
2. The letters are named as the teacher writes.
3. After the word is written, the pupil names the letters.
4. After the pupil has looked at the word, it is erased, and the letters are named.

5. The pupil dictates the spelling as the teacher writes. Pupils will often do this when they are unable to spell the word without it. One letter, as it is written, suggests the next one.

6. The pupil spells the word when it is pronounced to him.

Points to be observed in higher grades.

Written exercise:

1. The word is written without dividing it into syllables.
2. Marking the accent, and the vowel in the accented

syllable. To mark the sounds of all the vowels in a word is a loss of time, as well as confusing to the learner.

3. Marking out silent letters.

4. Write a sentence, using the word after the teacher has developed its meaning.

5. The teacher designates a number of words, and the pupil invents a story, using them.

Oral exercises:

1. The word is pronounced by the pupil before it is spelled.

2. The word is spelled, making a pause between the syllables. Pronouncing the syllables assists to pronounce the word, and should be used when thought necessary.

3. The meaning of the word is given, and a sentence made using it.

4. Spelling the word phonetically.

In teaching phonetic spelling, concert exercises should often be used. Thus, as in detecting discords in music, the pupil can more readily see his mistakes.

STARS IN MY COUNTRY'S SKY—ARE YE ALL THERE?

Are ye all there? Are ye all there?
Stars in my country's sky?
Are ye all there? Are ye all there,
In your shining homes on high?
"Count us! Count us!" was their answer,
As they dazzled on my view,
In glorious perihelion,
Amid their field of blue.

I cannot count ye rightly;
There's a cloud with sable rim;
I cannot make your number out,
For my eyes with tears are dim.
O! bright and blessed angel,
On white wing floating by,
Help me to count, and not to miss
One star in my country's sky!

Then the angel touched my eyelids,
And touched the frowning cloud;
And its sable rim departed,
And it fled with murky shroud.
There was no missing Pleiad
'Mid all that sister race;
The Southern Cross gleamed radiant forth,
And the pole-star kept its place.

—LYDIA HUNTLEY SIGOURNEY.

LOVE OF COUNTRY A CARDINAL VIRTUE.

I.

Breathes there a man with soul so dead
Who never to himself hath said,
"This is my own, my native land!"
Whose heart hath ne'er within him burned,
As home his footsteps he hath turned
From wandering in a foreign strand?

II.

If such there be, go, mark him well;
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
The wretch, concentered all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust from whence he sprang,
Unwept, unhonored, and unsung!

—SIR WALTER SCOTT.

FROM PRESIDENT WASHINGTON'S FIRST SPEECH IN CONGRESS.

APRIL 30, 1789.

FELLOW-CITIZENS OF THE SENATE AND OF THE HOUSE OF REPRESENTATIVES: Among the vicissitudes incident to life, no event could have filled me with greater anxieties than that of which the notification was transmitted by your order, and received on the 14th of the present month. On the one hand, I was summoned by my country—whose voice I can never hear but with veneration and love—from a retreat which I had chosen with the fondest predilection, and, in my flattering hopes, with an immutable decision, as the asylum of my declining years—a retreat which was rendered every day more necessary, as well as more dear to me, by the

addition of habit to inclination, and of frequent interruptions in my health due to the gradual waste committed on it by time.

On the other hand, the magnitude and difficulty of the trust, to which the voice of my country called me, being sufficient to awaken in the wisest and most experienced of her citizens a distrustful scrutiny into his qualifications, could not but overwhelm with despondence, one who, inheriting inferior endowments from nature, and unpracticed in the duties of civil administration, ought to be peculiarly conscious of his own deficiencies.

In this conflict with emotions, all I dare aver is, that it has been my faithful study to collect my duty from a just appreciation of every circumstance by which it might be affected. All I dare hope is, that if, in executing this task, I have been too much swayed by a grateful remembrance of former instances, or by an affectionate sensibility to this transcendent proof of the confidence of my fellow-citizens, and have thence too little consulted my incapacity, as well as disinclination for the weighty and untried cares before me, my error will be palliated by the motives which misled me, and its consequences be judged by my country, with some share of the partiality in which they originated.

No people can be bound to acknowledge and adore the Invisible Hand which conducts the affairs of men more than the people of the United States. Every step by which they have advanced to the character of an independent nation seems to have been distinguished by some token of providential agency. And in the important revolution just accomplished in the system of their united government, the tranquil deliberations and voluntary consent of so many distinct communities, from which the event has resulted, cannot be compared with the means by which most governments have been established, without some return of pious gratitude, along with an humble anticipation of the future blessings which the past seems to presage.

RECEPTION DAY.

SCHOOL PROGRAM FOR THE CENTENNIAL CELEBRATION

OF THE
INAUGURATION OF PRESIDENT WASHINGTON.
APRIL 30, 1889.

TABLEAU.

Thirteen young ladies wearing scarfs, representative of the thirteen original states, enter upon the stage or platform, as escort of a lady teacher, or older pupil, bearing the American flag, who represents Columbia. The audience rise and stand during singing.

I. MUSIC.

or { "Hail Columbia, Happy Land," (Hopkinson.)
"The Star-Spangled Banner," (Key.)

II. RECITATION, by Standard Bearer: of first, third, and sixth stanzas of Drake's "American Flag."

III. RESPONSE; in unison, by the representatives of states.

"Our Flag is there! Our Flag is there!"

IV. READING, by teacher, from "Washington's Inaugural Address."

V. MUSIC, or RECITATION.

or { "Day of Glory! Welcome Day!" (Pierpont.) Air,
"Scots who have with Wallace bled,"
"Welcome, thou Festal Morn." (Howland.) Air,
"America."

VI. READING, by teacher, "The Mount Vernon Tribute."

VII. MUSIC.

or { "Columbia, Gem of the Ocean," "Red, White, and Blue,"
(Shaw.)
"E Pluribus Unum," (Cutter.)

VIII. RECITATION.

or { "The Attributes of Washington," (Phillips.)
"The Character of Washington," (Winthrop.)

IX. READING, by teacher.

or { "The Memory of Washington," (Everett.)
"The Glory of Washington," (Brougham.)
"The Birthday of Washington," (Choate.)

X. MUSIC, Keller's American hymn.

or { "Speed our Republic, O Father on High!"
"God Save the State," (Brooks.) As a recitation.

TABLEAU.

Entrance upon the stage or platform, of boys, waving flags that represent the added twenty-nine states, and forming a crescent before Columbia; the right and left joining the left and right of those who represent the original states.

XI. RECITATION.

Columbia waving her banner before the states, which take place in order of admission to the Union, or population, when date of admission was the same. "Stars in my Country's sky! Are ye all there?" (Mrs. Sigourney.)

XII. RESPONSE of states, in unison.

"Onward, Flag of Glory, flying." (Phelps.)

XIII. MUSIC.

"My Country, 'tis of Thee." (Smith.) Air, "America."
"Praise God, from whom all blessings flow."

NOTE.—The selections in this exercise can be found in many books, especially in "Carrington's Patriotic Reader." J. B. Lippscott Co., Publishers, Philadelphia, Pa.

UNCLE SAM'S OVERSEERS.

INAUGURATION ANNIVERSARY, APRIL 30.

By C. M. HARGER.

I.—SUGGESTIONS.

Have two flags crossed and fastened on the blackboard. Beneath them let there be an inscription something like this:

ONE HUNDRED YEARS OF FREEDOM.
1789—1889.

TWENTY-THREE PRESIDENTS—ONE NATION.
FROM THIRTEEN STATES TO FORTY-TWO.

THE ROLL OF HONOR:

Below leave room for the names of the presidents as they will be written hereafter. Have twenty-three boys, each to represent a president. Strips of cambric, red, white, and blue, for sashes would add to the picturesqueness, and carrying little banners, bearing on them the name of the party to which the rulers they represent belonged, would help impress political history upon their minds. One boy to represent Uncle Sam should be dressed in the typical Yankee costume as nearly as practicable, and should carry in his hand a flag for use as a baton or wand. A young lady at the organ will play a march while the entry is being made, and until the actors are seated. The exercise can be lengthened by having the presidents tell more of the history of their administrations.

II.—EXERCISE.

SINGING.—"America."

Teacher.—One hundred years ago to-day the first president of the United States was inaugurated in New York. The country was then but a fraction of its present size. It had just finished an exhausting war, and was on the verge of bankruptcy. Now it is one of the wealthiest and most powerful on the face of the earth, and leads all in the advancement of its civilization. Uncle Sam has had in the one hundred years twenty-three overseers for his mighty farm. Let us hear him review their work.

Music strikes up and twenty-four boys, headed by Uncle Sam, enter. All walk in single file except those representing Harrison, Tyler, Taylor—Fillmore, Lincoln—Johnson, Garfield—Arthur, who will walk arm in arm. Uncle Sam stops in middle of floor, and they circle around him a few times, then are seated in order on a bench facing the school or remain standing in a row.

Uncle Sam.—Well, one hundred years have passed since I purchased my farm. I have had a great many overseers and I believe I will look over their work. Number one let us hear from you.

George Washington arises and writing his name first on the roll of honor steps forward.

Uncle Sam.—George Washington, what did you do with my farm?

George Washington.—When I took your farm, the United States, it consisted of a narrow strip along the Atlantic shore. Thirteen fields were all there were, and there was a heavy debt on the place. One hundred years ago to-day I was made president of the territory, and held the place for eight years. During that time three states or fields were added, Kentucky, Vermont, and Tennessee. We made considerable progress, and riches were added to your domain.

Uncle Sam.—You did well. Who was the next?

As Uncle Sam repeats substantially this formula, with such variations as may be desired, after each President has spoken we will omit his part from this sketch of the exercise. It is understood that each one writes his name on the roll of honor and that the stories of the administrations are merely suggestive and may be elaborated to any extent desirable.

John Adams.—Only four years had I charge of affairs. Life flowed quietly during the time. I concluded a treaty with our friends across the Atlantic, the French, which helped my successor greatly.

Thomas Jefferson.—I bought of France an immense piece of land for your farm, the Louisiana purchase, and made one new field, Ohio. It was during my rule that Fulton ascended the Hudson river in the first steamboat the world had ever seen, and opened the way to more perfect water travel. I reigned for eight years.

James Madison.—I had considerable trouble during the two terms I held the position as president of your country. England picked a quarrel with us, and there was a bitter war, beginning with the surrender of Ft. Mackinac, and ending with Jackson's victory at New Orleans. During the conflict the capital was burned, and Washington city almost destroyed. We won, however, and a treaty of peace was signed in 1815. I added two states to the Union, Indiana and Louisiana. We had by this time about seven millions of people.

James Monroe.—I also purchased a large piece of land, Florida, for which I paid \$5,000,000 to Spain in 1819. I admitted five new states—the farm is growing rapidly. The slavery question began to agitate the tenants. The southern part wanted slaves, while the north did not. We agreed on the Missouri compromise which allowed Missouri to be a slave state, but provided that there should be no slavery north of it.

J. Q. Adams.—I held the reins of power but one term, four years, beginning in 1825, and lasting until 1829. It was during my term that the first railroad was built and

operated. It was a rude affair. The first steamboat crossed the ocean, and the Erie canal was built. I admitted no new states and the country was at peace.

RECITATION.—By some pupil.

OUR OWN COUNTRY.

There is a land of every land the pride,
Beloved by Heaven o'er all the world beside,
Where brighter suns disperse serenest light:
And milder moons imparadise the night;
A land of beauty, virtue, valor, truth,
Time-tutored age and love-exalted youth:
There is a spot of earth supremely blest,
A dearer, sweeter spot than all the rest.

There man, creation's tyrant, casts aside
His sword and sceptre, pageantry and pride,
While in his softened looks serenely blend
The sire, the son, the husband, brother, friend.
Where shall that land, that spot of earth be found?
Art thou the man?—a patriot?—look around;
Oh, thou shalt find, where'er thy footsteps roam,
That land thy country, and that spot thy home.

—MONTGOMERY.

Andrew Jackson.—While I was president for eight years, I had a war with the Black Hawks and conquered them. The Seminoles also acted badly but were afterward quieted. The question of states rights came up but we settled it for the time. Two fields or states were added to the farm. The population had reached twelve millions of people.

Martin Van Buren.—I only held office for four years though I was vice-president under President Jackson. Little of importance happened during my term, except the panic of 1837, which made the country tremble for a time.

W. H. Harrison.—I was only president for a month, from March 4 to April 4, so I have no story to tell.

John Tyler.—I filled out Mr. Harrison's term. I had considerable trouble with the politicians over the admission of Texas, and there was a little difficulty in Rhode Island, Dorr's Rebellion, which was put down. The greatest invention of the century was perfected, the telegraph, by S. F. B. Morse. Florida, "the land of flowers," was admitted to the Union. Things looked dark in the South, and war with Mexico seemed about to come.

Jas. K. Polk.—The war with Mexico came full upon us. We took Texas into the Union and then had to fight. The three years of war, from 1845 to 1848, were remarkable in that we won every battle. Generals Scott and Taylor covered themselves with glory. The treaty which ended the war gave us a large amount of new territory in the West. The close of my term saw thirty states in the Union, and the discovery of gold in California to which state thousands rushed in the hope of making a fortune.

Taylor.—The gold fever absorbed every one's attention and while I served half of a term it was about the only thing talked of, and hundreds of thousands went to the Pacific coast. The population of your farm, the United States, was now twenty-three millions.

Fillmore.—I completed Taylor's term from July 9, 1850, to 1852. The slavery question began to be more important. The fugitive slave law was passed, and California was admitted as a free state. The Mormons began to get numerous in the West.

Pierce.—I added some territory to the farm by purchasing more land from Mexico, the land now called Arizona and New Mexico. Kansas and Nebraska wanted to become states, but the United States Congress decided that they should declare whether they should be slave or free, and the old question came up more strongly than ever.

SINGING.—"Battle Hymn of the Republic."

Buchanan.—The great Civil war was coming on. South Carolina and the other Southern states formed a confederacy, and thought they would start a little farm of their own that should employ slaves. They left the Union and chose Jeff Davis for their overseer. Minnesota, Oregon, and Kansas were admitted into the Union—all free states. I served for four years.

Lincoln.—When I took up the reins of government the country was ready for war, indeed it had begun. During all my term the nation was divided against itself, and a million men were fighting under Grant, Sherman, Meade, Hooker, McClellan, Sheridan, and other great generals to keep the farm all together. At last the South surrendered, the negroes were emancipated, and peace settled over the nation, now a free nation from the Atlantic to the Pacific, and from the Lakes to the Gulf.

RECITATION.—

"CIVIL WAR."

"Rifleman, shoot me a fancy shot,
Straight at the heart of yon prowling vidette;
Ring me a ball in the glittering spot
That shines on his breast like an amulet!"

"Ah, captain, here goes for a fine-drawn bead;
There's music around when my barrel's in tune."
Crack! went the rifle, the messenger sped,
And dead from his horse fell the ringing dragoon.

"Now, rifleman, steal through the bushes and snatch,
From your victim some trinket to handseel first blood,
A button, a loop, or that luminous patch
That gleams in the moon like a diamond stud."

"Oh, captain! I staggered and sunk on my track,
When I gazed on the face of that fallen vidette;
For he looked so like you as he lay on his back,
That my heart rose upon me and masters me yet."

"But I snatched off the trinket, this locket of gold;
An inch from the center my lead broke its way,
Scarce grazing the picture so fair to behold
Of a beautiful woman in bridal array."

"Ha! riflemen, fling me the locket, 'tis she,
My brother's young bride, and the fallen dragoon,
Was her husband. Hush, soldier, 'twas heaven's decree,
We must bury him here by the light of the moon."

"But hark! the far bugles their warnings unite;
War is a virtue and weakness is sin;
There's lurking and loping around us to-night;
Load again, rifleman, keep your hand in."

—C. D. SHANLEY.

Andrew Johnson.—I, like Tyler, had some trouble with the people, indeed they almost put me out of office. But I added to the farm by buying Alaska of Russia, and Nebraska was admitted to the Union. The thirteenth and fourteenth amendments were adopted, thus giving the colored race better rights.

U. S. Grant.—The people wanted me to be president because of my services in the war; and after Johnson had filled out Lincoln's second term, I was made overseer of the nation for eight years. The war matters were settled, the former slaves given the right to vote, and the country entered upon an era of prosperity. A great fire in Chicago nearly destroyed that city in 1872. In '76 we celebrated the 100th anniversary of the declaration of independence, and admitted Colorado, the Centennial state.

Hayes.—It was an era of peace, except for some Indian difficulties. We, however, did something with the currency, making paper money as good as gold, and also found that we had fifty millions of people on the farm.

Garfield.—I, like William Henry Harrison, was only president a short time—from March 4, to September 19. I have no story to tell or report to make.

Arthur.—We celebrated the anniversary of the surrender at Yorktown, reduced the letter postage to two cents, made some important treaties, and saw the completion of the Brooklyn Bridge. The country continued at peace.

Cleveland.—During my four years ending last March, there took place a great deal of general interest. There were several great strikes, the Washington monument was completed, the tariff question became prominent, and greatest of all, four new states were admitted—North and South Dakota, Montana, and Washington.

Harrison.—I have only been overseer of your farm about sixty days, Uncle Sam, so you cannot expect much of me. The farm is in grand condition though. It has sixty millions of people, the richest, most patriotic and enlightened in the world. Forty-two stars are on the flag, that means forty-two fields instead of thirteen, and instead of a narrow strip along the eastern coast of the continent, a country stretching from the Pacific to the Atlantic.

Uncle Sam.—You have all done well. I have chosen good overseers as the reports you have made show. I know I have the finest farm in the world. It has the most wide-awake people, the liveliest cities, the most railroad and telegraph lines, the most intelligence, wealth, and comfort, the most churches, the best schools, and the most loyal boys and girls. (To audience.) Let us ever love the old farm, the United States of America, and her beautiful flag the red, white, and blue, and revere the names of her presidents which appear on the roll of honor. They have seen a century of the greatest advancement known to history, and deserve an honored place in our thoughts.

SINGING.—"The Star-Spangled Banner."

TOPICS FOR DISCUSSION

STANLEY'S SUFFERINGS.

The privations, suffering, and failure of Mr. Stanley during his recent expedition through Africa read almost like a romance. He lost by death, disease, starvation, and desertion, as well as constant warfare with the natives, 199 men out of 360, and when he left a reserve in camp for several months, he found on returning to them that, out of 237, only 61 were available for service. The narrative of Stanley is so filled with suffering and horror that it is a source of great relief to find in it some laughable elements. At one time he finds himself exulting over the possession of two hats, a flannel shirt, and four pairs of boots, with which to appear before Emin Bey as his rescuer. He speaks of having found Livingstone in rags and almost naked, but he refers to himself as being clothed in worse than rags, and altogether without decent clothing. At last the poor man, Stanley, is found by Emin, who came to his relief from Wadai in a steamer in search of him down the Nyanza. Emin has 10,000 among his immediate followers. During much of the route of Stanley, after leaving the Congo, before he reached Lake Nyanza, he traveled through dense forests, and his men were obliged to grub for roots with which to sustain life. The history of Stanley's expedition in search of Emin Bey and his rescue by Emin from certain death, will constitute one of the most thrilling chapters in the future account of explorers.

JOHN BRIGHT.

The memory of John Bright will be cherished for many years, not only by Englishmen, but by liberty-loving people all over the world. He was the first great and successful advocate of the rights of the common classes. A peculiarity of his character was that he was always under a strong sense of duty. There was no trace of anger or personal animosity in his disposition. His memory will live in the hearts of men, and for many years his grave will be visited by those who had sincere affection for his many traits of character.

THE LATEST FROM SAMOA.

The latest news from Samoa throws no further light upon the reason why the ill-starred vessels were unable to get into a place of safety when the hurricane was seen to be imminent. There is the encouraging statement, however, that the Nipsic was floated before the Calloope left Samoa on March 21. Hence the damage to our navy is not quite so serious as has been reported.

STANLEY AND EMIN MARCHING HOME.

Arabs arriving at Stanley Falls in February reported that they had seen Stanley several months before, and that he and Emin were marching toward Zanzibar with several thousand men, women, and children. The news may be confirmed from the east coast.

BALLOT REFORM.

The New Jersey House has just passed a ballot reform bill founded on the Australian system, and a similar bill is under consideration in the New York legislature. All patriotic Americans will admit that it is desirable that every man shall cast his vote uninfluenced by money or intimidation. The Australian system provides that the voter shall prepare his ballot in a room by himself, unassisted by ward workers or others, and allows him to cast it in such a way as not to reveal for whom he votes. This has been found to work well, as the corruptionist will not pay for votes when he can't make sure they are "delivered." The politicians don't like this arrangement, but the people do.

OKLAHOMA.

The news of the opening of Oklahoma to settlement was celebrated in southern Kansas by displaying flags, firing cannon, and building bonfires. Extensive preparations are being made to enter the country, and many towns in the south of Kansas will be almost depopulated. Shortly after the decision was made, cattle men who had been occupying land in Oklahoma hurried there to get their cattle, as they fear violence to stock and property. Claims are being rapidly taken up, and there is hardly a good selection of land that has not one or more claimants. A "boomer" arriving from Oklahoma says the country is full of people, that the number is constantly increasing, and that he believes it is impossible to keep them out.

THE DEATH OF JUSTICE MATTHEWS.

The recent death of Justice Matthews removes from this country an able man and excellent jurist. No department in our government has been purer than the supreme court. Although at times the motives of such justices have been questioned, yet as a whole, very little complaint has been made. It is of the utmost importance that the judges of our country should be good men.

ONLY THREE REMOVED.

It is most extraordinary, when we think of it, how near we are to the Pilgrim Fathers. Judge Holmes referred recently to Deacon Spooner, who died in 1818, aged 94. Deacon Spooner was acquainted with Elder Faunce who talked with the pilgrims and is said to have pointed out the rock on which they landed. Thus only three lives are between us and the men of the Mayflower.

WOMEN DOCTORS.

The number of women who are studying medicine is increasing. They go about the work of dissecting in real earnestness and seem bent on learning, no matter how disagreeable the tasks before them are. Dissection is not very pleasant work, especially when the subject has been dead for several days, but it would seem to be very uncongenial labor for women. But yet there is no reason why a woman should not know as much about medicine as men, and the time is rapidly coming when our best doctors will write "Miss" before their names.

EDUCATIONAL NOTES.

COLORADO.

A special committee of the state legislature has found that the discipline of the state reform school, at Golden, is unsatisfactory. Supt. Sampson has resigned. Disagreement between the board and superintendent has caused the resignation of E. L. Byington, of Colorado Springs. It is hoped that we will not lose Mr. Byington from the state. School work in Southern Colorado has sustained a severe loss in the death of Mrs. S. S. Trew, of the Durango high school. Her place will be hard to fill. The Durango board has given Supt. Smith substantial evidence of the appreciation of his services. At a recent meeting they increased his salary \$40 per month, and earnestly invited him to remain next year. His pay is now \$190. A meeting of the school officers of the Northern half of Chaffee county, was held at Buena Vista last week. Among the topics discussed was "Uniformity of Text-books," and "Points to be Considered in Employing Teachers." A committee of three was appointed to confer with a like committee from the south end of the county, and report a plan of procedure to improve the schools. A meeting of the teachers and officers of the south end was held at Salida, the 8th and 9th insts. Prof. Champion reports the Salida schools as still on the "up grade." Principal Blakely has left Coal Creek with flying colors. He was fined for whipping an impudent boy, appealed the case to the county court, and then resigned. An institute of the teachers of Conejos, Costilla, and Huerfano counties was held at Walsenburg, February 20, 21, 22, of which Dr. Lowrie, of Boulder, was director and chief instructor. Saguache schools will graduate a class of five—three boys and two girls—from the ninth grade. This will necessitate a high school course here next year.

Saguache.

J. H. F.

INDIANA.

The legislature of this state has given us a law requiring the state to take oversight of the text-book supply for its schools. Supt. E. H. Butler, of Rushville schools, recently had a week set apart as "visiting week," and as a result one thousand, four hundred and forty-four visits were made. The experiment was very gratifying. The state board of education at a recent meeting ordered that examinations for primary license be held on the last Saturday of March, April, and May, instead of in June, July, and August, as heretofore.

The Northern Indiana Teachers' Association will be held at Warsaw, April 4, 5, 6, 1889. The following program will be carried out:

Inaugural address—"The Unconscious in Education."—Papers; "How to Increase Teachers' Salaries;" "Nature Speaks the Language of Consequences;" "The Actual and Possible Influence of the School Upon Good Government;" "Discipline." Two simultaneous round table talks.

City Superintendents and Teachers.

Suggestive subjects.—(a) "How to Manage, and What to do With a Bad Boy;" (b) "Regularity, Punctuality, Silence, and Industry: Their Effect upon the Future Citizen;" (c) "Absence and Tardiness of Pupils;" (d) "Professional Teachers and Superintendents;" (e) "The Written Examination and Promotion of Pupils;" (f) "The Superintendent."

County Superintendents.

Suggestive subjects.—(a) "The Necessary Elements of a Successful School;" (b) "How Best to Secure the Co-operation of Patrons;" (c) "The County Superintendent in the School-Room;" (d) "Examinations in our District Schools; the Purpose and Results." JOHN R. WEATHERS.

New Albany.

KANSAS.

A strong effort is being made to raise the school age from five to six years.

Supt. A. V. Jewett, who has been a prominent educator of the state for twenty years, hands in his resignation of his position as superintendent of the Abilene schools, where he has been for fourteen years. He will for a while leave the profession. His resignation takes effect at the close of the school year.

John MacDonald, of the Western School Journal, and Prof. H. G. Larimer, of Topeka, have been giving some excellent lectures before county institutes throughout the state this winter.

Miss Viola V. Price, of the department of English in the State Normal School, has delivered a series of lectures in the school on literary topics, which are highly spoken of.

Abilene.

C. M. HARGER.

NEW YORK.

Each of the public schools of Rochester, N. Y., were presented on Washington's Birthday with a national flag by the members of the Geo. H. Thomas Post No. 4, G. A. R. The presentation of the memorial flags took place at the city hall, and the school children took an active part in the ceremonies on the anniversary of the birth of Washington. Charles S. Cook, president of the board of education, was selected to act as chairman of the meeting. Prayer was offered by Rev. T. L. Foote, chaplain of George H. Thomas post. Hon. C. R. Parsons made the introductory address. He said:

"The free school system of the United States is the pride and glory of the Republic, and there is nothing to which our citizens contribute more cheerfully than to the cause of education. We have just reason to be proud of the public schools of Rochester, for they are accomplishing great good in our midst, and have done much to add to the reputation which we enjoy as an enlightened and progressive city."

"The flags which these school children are to receive to-day suggest the story of the conflict and the victory. They are bright jewels in the crown of patriotism and devotion. As they shall be handed down hereafter from one generation to another, may they serve to remind us of the priceless heritage which we possess. May they cause increasing love for home, and for country, and always prove truthful emblems of 'Liberty and Union, now and forever, one and inseparable.'" The next in the order of exercises was "Memorabilia of Washington," by General John A. Reynolds, commander of George H. Thomas post. After singing patriotic songs, there were exercises by pupils of the Free

Academy. The "Symposium of the American Flag," arranged by Prof. John G. Allen consisted of recitations by different pupils. The formal presentation of a flag to each of the public schools, represented by a color bearer, was very interesting. After the color bearers had taken their positions in front of the rostrum, the members of the G. H. T. post, each carrying a beautiful silk flag, marched down from the rostrum, and formed in line facing the youthful color bearers. The flags were presented at parade rest, and Prof. William C. Morey mounted a chair and made an eloquent address to the pupils, which was responded to by Charles S. Cook. The occasion was one long to be remembered.

VIRGINIA.

Hon. John L. Buchanan, state superintendent of public instruction, has resigned that position to accept the professorship of Latin in Randolph-Macon College. Dr. Buchanan will remain in his present position till the end of the year, when the legislature will elect his successor. Under his administration the public schools of the state have increased rapidly in number and efficiency, and he will retire from the office he now holds with the reputation of having been one of the ablest administrators that ever held it.

Col. John B. Cary has resigned the position of superintendent of the public schools of Richmond city, and Prof. Wm. F. Fox, editor of the Virginia Educational Journal and principal of the Richmond public high school, has been appointed in his stead. Prof. W. A. Bowles, principal of one of the Richmond grammar schools, succeeds Mr. Fox as principal of the high school.

Onancock.

FRANK P. BRENT.

WEST VIRGINIA.

Educational work in our state is progressing finely. Our normal schools are increasing in their influence and efficiency. Our legislature is much more liberal in the support of all the state schools than ever before.

Under the efficient management of our superintendent of public instruction, Hon. B. S. Morgan, much has been done for advancement. As he has again been elected to the same position we can expect great things for our schools in the next four years. City Supt. Anderson, of Wheeling, has been re-elected. His work during his term of office has been eminently satisfactory to his patrons.

West Liberty.

R. A.

PERSONALS.

School Commissioner J. T. GREEN, of Sumter, S. C., is an energetic public official, and seems to be stirring up things among teachers of his state. He has offered a prize to those student in the Bishopric high school who shall stand the best examination on the geography of South Carolina.

Mr. J. M. MARTIN, of Heriot's Cross Roads, S. C., prepared an excellent program for the closing exercises of his school.

School Commissioner RUSSELL, of Anderson county, S. C., makes an excellent officer, and he is now engaged in visiting the schools in that county.

PROF. E. E. SHEER, of the State University, S. C., read an interesting paper on "Geography and Science," at the Richland County Teachers' Association.

PROF. C. C. WHITE, of Syracuse, Kansas, and his assistants are faithful workers and have the support of their patrons.

CHANCELLOR J. A. LIPPINCOTT, of the University of Kansas, has resigned to take charge of the First M. E. Church of Topeka. His resignation will take place next June, and his administration has been a most successful one. Prof. James H. Canfield, secretary of the National Teachers' Association, is prominently spoken of as Dr. Lippincott's successor. Mr. Canfield would bring enthusiasm and ability, and place the university among the first educational institutions of the land.

DR. ROGERS, of Stamford, Conn., a member of the school board, has given four silver medals as prizes for deportment and progress in Latin and mathematics in the high school, and a gold medal for the best English scholar of the school.

MISS MARY A. BOLAND, for several years past, the efficient assistant principal to the late E. F. Cook, former principal of school No. 34, Buffalo, N. Y., is confined to her home with pulmonary trouble.

MISS JANE MEADE WELCH recently gave a lecture on "Our Territorial Acquisitions," before the Y. M. C. A., of Buffalo, N. Y. It was gracefully given with the aid of a specially prepared map, and evidenced great study and thorough understanding of her subject.

MISS E. J. CAUGHEY, assistant in Seattle high school has been compelled to resign by reason of ill health. J. D. Atkinson, of Scotland, Pa. was called to the vacancy.

PROF. J. M. TAYLOR of the Territorial University, Washington, is making himself felt, not only in his department which he ably conducts, but he is quietly and effectively proving such ability as justly to make him a leader in the new state of Washington. Such men always reach the higher levels to which merit entitles them.

PRIN. BROWN, Port Townsend, Washington Territory, is president of the Jefferson County Teachers' Association. He is an enthusiastic and sagacious leader.

GEN. W. H. H. BEADLE, for years territorial superintendent of Dakota, has recently taken charge of the Indian school, near Salem, Oregon.

HON. WILLIS R. HALL, formerly school commissioner in New York, is in charge of the Puyallup school, Washington Territory.

PROF. W. W. FELGER, is the new principal of a school started in the interest of higher education at Port Townsend, W. T. It is called the Port Townsend and Northwestern Normal College.

Hood's Sarsaparilla wins new victories over disease and becomes more popular every day.

NATIONAL EDUCATIONAL ASSOCIATION.

NASHVILLE, TENN., July 16-19. A. P. Marble, Worcester, Mass., president; James A. Canfield, Lawrence, Kansas, secretary.

AMERICAN INSTITUTE OF INSTRUCTION, Bethlehem, N. H., July 8. Geo. Littlefield, Newport, R. I., secretary.

SUMMER SCHOOLS.

ASBURY PARK SEASIDE SUMMER SCHOOL, Asbury Park, N. J.—July 15-Aug. 5. Edwin Shepard, 77 Court street, Newark, N. J., secretary.

CHAUTAUQUA LITERARY AND SCIENTIFIC SUMMER SCHOOL, Chautauqua, N. Y. John H. Vincent, chancellor; Lewis Miller, president; W. A. Duncan, secretary, Syracuse, N. Y.

GLENS FALLS SUMMER SCHOOL, Glens Falls, N. Y., July 30-Aug. 10. Sherman Williams, Glens Falls, N. Y., secretary.

MARTHA'S VINEYARD SUMMER INSTITUTE. William A. Mowry, 56 Bromfield St., Boston, president, July 15, three weeks. A. W. Edson, manager, School of Methods, Worcester, Mass.

NATIONAL SUMMER SCHOOL, Round Lake, N. Y., July 9-30. Chas. F. King, Boston Highlands, Mass., director.

NATIONAL SCHOOL OF ELOCUTION AND ORATORY, Phila., Grimsby Park, Ontario, Can., July 1-Aug. 10. Cecil Harper, 1124 Arch street, Philadelphia, Pa., secretary.

OHIO VALLEY SUMMER SCHOOL OF METHODS, Steubenville, O., July 16-27. H. A. Mertz, Steubenville, O., secretary.

PENNSYLVANIA SUMMER SCHOOL. Miss Lella E. Patridge, president; Will S. Monroe, secretary.

SUMMER SCHOOL OF LANGUAGES, Amherst, Mass., July 8, five weeks. Prof. William L. Montague, Amherst, Mass., director.

SUMMER SCHOOL FOR TEACHERS, Niantic, Conn., July 2-16. Charles D. Hine, Hartford, Conn., secretary.

SUMMER SCHOOL FOR TEACHERS, Salamanca, N. Y., July 23-Aug. 16. J. J. Crandall, Salamanca, N. Y., secretary.

WHITE MOUNTAIN SUMMER SCHOOL, Bethlehem, N. H., July 15-Aug. 2. Prof. A. H. Campbell, Johnson, Vt., manager.

STATE ASSOCIATIONS.

ALABAMA, April 10-12, Selma.—Solomon Palmer, Montgomery, president; J. A. B. Lovett, Huntsville, secretary.

ARKANSAS, June 19-21, Pine Bluff.—J. Jordan, Pine Bluff, president; Josiah H. Shinn, Little Rock, secretary.

DELAWARE, July 8-10, Blue Mt. House, near Pen Mur.

KENTUCKY, June 28-29, Winchester.—J. J. Glenn, president;

Prof. R. H. Caruthers, 764 W. Main St., Louisville, Ky., secretary.

MARYLAND, July 8-10, Blue Mt. House, near Pen Mur.—A. G. Welmer, Cumberland, president; Albert F. Wilkerson, 1712 Lombard street, Baltimore, secretary.

MISSOURI, June 18-20, Sweet Springs.—S. S. Laws, State University, president; L. E. Wolfe, Moberly, secretary.

NEW YORK, July 2-4, Brooklyn.—E. H. Cook, Potsdam, president;

A. W. Morehouse, Port Byron, secretary.

NEBRASKA, Lincoln.—Chas. E. Bessey, Lincoln, president; Emma Hart, Wisner, secretary.

NORTH CAROLINA, June 13-19, Morehead City.—Geo. F. Winston, Chapel Hill, president; Eugene G. Harrell, Raleigh, secretary.

OHIO, July 2-4, Toledo.—Prof. C. W. Bennett, Piqua, president; S. T. Logan, Westwood, secretary.

PENNSYLVANIA, July 9-11, Altoona.—E. E. Higbee, Harrisburg, president; J. P. McCoskey, Lancaster, secretary.

SOUTH CAROLINA, July 16-18, Charleston.

TEXAS, June 25-27, Galveston.—J. T. Hand, Dallas, president;

Chas. T. Alexander, McKinney, secretary.

TENNESSEE, July 10-12, Nashville.—Dr. Chas. W. Dabney, Knoxville, president; Prof. Frank Goodman, Nashville, secretary.

WEST VIRGINIA, July 9-12, Morgantown.—B. S. Morgan, Charleston, president; Mary A. Jones, Charleston, secretary.

AT HOME.

NEW YORK CITY.

THE COLLEGIATE ALUMNAE MEETING.

Graduates of the leading women's colleges of the country attended the quarterly meeting of the New York Association of Collegiate Alumnae at the Fifth Avenue Hotel last week. The paper of the evening was read by Miss Caroline B. Le Row. It treated of the "Needed Reform in Our Schools, and the Duty of the College Graduate to Aid its Accomplishment." Among other good things she said:

CONCEITED STUDENTS.

"Only a fraction enter—or ever think of entering—the high school, while a compound fraction would represent all who are ever graduated from college. It too often happens that the unhappy children, forced to rise too early in their classes, are conceited all the forenoon and stupid all the afternoon of their lives. The vigor and freshness which should have been stored up for the hard struggle of practical life has been washed out of them by precocious mental debauchery, by book gluttony and lesson bibbing. Their faculties are worn out by the strain put upon their callow brains, and they are demoralized by worthless childish triumphs, before the real work of life begins."

EXAMINATIONS.

"Examination is a good thing—so is fire; but it makes a vast amount of difference whether the fire is confined to the furnace to heat the house comfortably, or raging through the streets, burning down blocks of buildings. Examination, one of the most valuable educational aids and servants, has of late years developed into a devouring monster, leaving ruin and desolation in its reckless track."

SHOULD BE ALLOWED TO GROW.

"Children should be allowed to grow. We try to pound into shape with our slates and text-books. Think of the pathos of little children, their unquestioning confidence. Our children have a claim upon us for the bread of intellectual as well as physical life, and let us look to it that in place of that bread we do not offer them a stone. To these innocents, aspiring little ones, what a stumbling block and rock of offense becomes our formal, heartless methods of instruction, with which they may justly reproach us in later years."

A BAD BILL.

There are seventeen assembly districts south of Forty-second street, and only seven north of that thoroughfare. A law such as

proposed by Mr. Smith's bill, would put the educational interests of the city, in the hands of an ignorant but powerful political class. The ignorance of the masses in many of the lower districts is appalling, and in this ignorance is the greatest peril to the city, to the state, and to the nation. This bill would convert the board of education into a political machine. It is bad enough, to have boards of trustees with their appointing powers over the teachers, without having the board of education so constituted as to present no restraining influence at all in any of the school districts.

THE WASHINGTON CELEBRATION.

There has been a meeting of the principals of the male grammar schools, to arrange for the participation of the school boys in the Centennial parade. About 3,500 boys will take part, and each school will contribute on the basis of sixteen to every hundred pupils in the school. From the girls' grammar schools, two girls will be chosen by ballot from the higher grade of each school, to act as delegates to greet President Harrison, and deliver him an engrossed address. These will be led by a delegation of five from the normal college.

PREPARATIONS FOR THE GREAT CELEBRATION.

Preparations for the great celebration on the 30th, are going forward with smoothness and dispatch, in spite of a little friction here and there, which betokens no serious consequences. The aldermen are in trouble just now about their part in the affair, but really their grievance is trifling. The arrangements for the parades on land and water give promise that those demonstrations will be striking and successful, and the demand for good places to see the show is already considerable. New York aided by the schools will do herself credit in this final event in the series of great centennial celebrations which began thirteen years ago.

CORRESPONDENCE.

SUGGESTIONS. Do not mingle articles, notes, or suggestions to the editors with business matters, when writing a letter to the publishers. Put the former on a sheet by itself, and direct it to "Editors of SCHOOL JOURNAL," and if you have business with the publishers enclose this in a letter directed to them. We want the opinions of our readers. Write plainly, pointedly, and concisely. We don't care whether you agree with us or not; we want the truth.

There is an impossibility of replying here to all the letters that are laid on the editor's desk, that is clear; and this is meant as a reply to one who wrote in January, and not seeing his letter in print writes again:

"I have waited to see you discuss the matter I brought up in my former letter, but conclude it has gone into the waste basket. If I had thought you would so dispose of it, I would not have written."

Every letter is read, but not every one is published; otherwise there would be no room for anything else. The subject proposed in the letter of this subscriber, had been discussed quite thoroughly in an article. We quote again: "Must every exercise be filled with novelty? It seems to me that is what is often aimed at by the new education teachers, and I have come to the conclusion, that they desire to throw overboard the heavy studies because they cannot get any novelty into them. Now there are studies that must require solid study and close attention, deep thought, and hard work. I cannot make these into a play and shall not try. In my school there is interest in doing work."

This is sound sense. The new education proposes interest as the key-note; interest may be in the tone of the school as much as anything. In fact, the tone of the school is everything. Novelty is used to create an interest and mainly with young people. It is a great thing to be able to create an interest. Do not misunderstand the effort to employ objective methods; there will be many teachers who will over-use and mis-use objective methods.

STAMFORD CLIPPINGS.

To Editors of THE SCHOOL JOURNAL:

Profitable teachers' classes have been conducted at the various graded schools during the past term. Geography seems to have been the favorite subject. Mr. Frye's manual being used as a text-book.

The William street building is nearly completed, and will be occupied in the fall.

The high school, in its new building, has entered upon a period of great prosperity. A gymnasium, more than two hundred dollars worth of scientific apparatus, and the beginnings of botanical and zoological cabinets have been recently added.

Connecticut.

D. S. SANFORD.

SCHOOL WORK IN BUFFALO.

To Editors of THE SCHOOL JOURNAL:

Our 400 women teachers have petitioned for an increase of salary; they ask, as do the teachers of New York, an increase of 25 per cent. for those who have taught five years. The average salary is much less than is paid in other cities in New York state, having one-fourth the population of Buffalo.

The new school buildings, Nos. 8, 34, 33, 37, and 38, are crowded, as are all the schools, showing the wonderful growth of the city in two years. Much is being said in favor of having but one session daily for the two lower grades—half of the pupils to attend mornings, the other half afternoons.

No. 5, the oldest occupied school building has been condemned as unsafe. No. 31, the largest school, having a registration of nearly 3,000 (entirely German), will probably sell the largest number of "Music Hall bricks," and win a piano as a prize.

The high school has a larger registration and attendance

than ever before, and is growing more and more in favor with an appreciative public. Elocution and advanced English is quite likely to be taught by some one other than Miss Anna W. McMillan the coming year, as she is to withdraw from the high school faculty in June.

Supt. Crocker has just prepared and submitted for publication his 7th annual report. It is full and complete; aside from containing other interesting matter, it sets forth the wants of the school department.

Specimen work for the Paris exhibit, on exhibition at the office of the superintendent, was pronounced "fit to go before a king." It certainly did credit to the schools. The drawings submitted were especially fine. Drawing is in the ascendancy under the supervision and care of Miss Gracia L. Rice.

Savings banks have been established in No. 17 and No. 24, somewhat after the plan of those in Flatbush, L. I. The success obtained is very flattering, and ensures permanency.

PRIN. EMILY J. HAWKINS.

New York.

NEWS FROM WASHINGTON.

To Editors of THE SCHOOL JOURNAL:

Various religious denominations have started schools in Washington, which owing to a sparse population, have not been largely attended hitherto. Some of these schools have wisely attempted only elementary work. One of these is the Summer Academy, located in a village of the same name, about a dozen miles from Tacoma. Rev. G. F. Whitworth, was the founder, and the school is conducted under the direction of the Presbytery of Puget sound. The building is unfinished. It is thought that \$8000 would complete it. Alexander Scott is principal.

The school population of Olympia increases rapidly—100 per cent. within two years, we are told. Supt. B. W. Brintnall is the right sort of a man to meet the demands of a growing place.

A convention of teachers was held at Olympia, April 2 and 3, for the purpose of organizing a State Teachers' Association by invitation of the Thurston County Association.

The principal of the Snohomish school is H. P. Miles, a graduate of the normal school at Lebanon, Ohio. There are two assistants and 150 pupils. The Snohomish Institute seems to be successful. A new building is to be erected at once, as the permanent abode of the school. W. W. Pettit is principal. About 30 students are reported in attendance. Private schools in new communities must not despise the day of small things.

Tacoma.

F. B. GAULT.

EQUAL SUFFRAGE IN WYOMING.

To Editors of THE SCHOOL JOURNAL:

The fact that Wyoming is a territory situated on the backbone of the continent, and the only place in the world where women have "equal suffrage," does not make its system of education in any way peculiar. Our schools and text-books are the same as those used in the best graded schools in the East, and our teachers' examinations are the same. It is a law in Wyoming, that a woman's salary shall be the same as that of a man for doing the same work; therefore women receive better pay than in the East. In Laramie county, there are several teachers conducting schools with an average attendance of three pupils, who receive fifty dollars a month, and sixteen dollars is the average charge for board.

Cheyenne.

JOSEPHINE W. BRECKONS.

ARKANSAS OR ARKANSAW.

To Editors of THE SCHOOL JOURNAL:

I am asked to tell whether "arkan'sas or arkansaw is the correct pronunciation of the name of that state." It is doubtful whether any one person, book, or authority can properly say what shall be the correct pronunciation of any proper name. Generally the common usage of the people is taken as indicative of the preferable pronunciation. In the case in point the legislature of the state has enacted that "arkansaw" shall be the pronunciation officially recognized. This pronunciation is very commonly used by the more scholarly people who live in the West. The word has no apparent connection with the Comanche jargon, but seems to have a structural affinity with language of the people who lived in that region prior to the Spanish conquest. Both the orthography and the pronunciation have doubtless been modified by the Creole element, but the many similar forms and their nearly uniform pronunciation are sufficiently well preserved to indicate a custom which we might well regard as good authority. For instance, we find the similar forms *Arkansas*, *Texas*, *Aransas*, and *Kansas*. In the first three the final syllables are pronounced with silent *s* and Italian sound of a frequently broadened into *aw*. In the last, the intrusion of the Anglo-Saxon element has made short work of French vowels, and *Kansu* once common, is now rarely heard. *Chickasaw* usually appears in its phonetic form, but *Opelousas* still retains its old orthography.

Philadelphia, Pa.

J. W. REDWAY.

KINDERGARTEN WORK IN WASHINGTON.

The new "Kindergarten Manual" by Mrs. Louise Pollock, principal of the Normal Kindergarten Institute,

Washington, D. C., is eagerly looked for by those engaged in kindergarten work. Mrs. Pollock was the first mother in America who made use of the kindergarten system, and her daughter the first American lady who received kindergarten normal training in Germany. The model lessons contained in the new "Manual" were actually given in the national kindergarten of Washington, established in 1874, and this book will be a most valuable addition to the kindergarten literature of the country.

SCHOOLS IN KANSAS.

Coolidge and Syracuse both have elegant school buildings. The school building at Syracuse is of stone, and has seven rooms, commodious hall-ways, recitation rooms, etc. It is well furnished with school apparatus, and is an ornament to the town.

Good stone school-houses are going up all over Hamilton county, and many of the districts have nine months of school.

Washington's Birthday was generally celebrated in the Kansas schools.

INSTITUTES APPOINTED FOR NEW YORK.

Date.	County.	District.	Town.	Conductors.
May 6	Westchester.	3	Springville.	Sanford, Stout.
" 6	Erie.	3	Albion.	Albro.
" 6	Broome.	1	Windor.	Barnes.
" 13	Oneida.	4	Boonville.	Barnes.
" 13	Madison.	1	Albion.	Albro.
" 13	Oswego.	3	Mexico.	Sanford.
" 13	Queens.	1	Hemstead.	Stout.
" 20	Oswego.	2	Phoenix.	Barnes.
" 20	Essex.	1	Elizabethtown.	Stout.
" 20	St. Lawrence.	2	Madrid.	Sanford.
" 20	Chenango.	2	Oxford.	Albro.
" 27	Essex.	1	Schroon Lake.	Stout.
" 27	Clinton.	1	Plattsburgh.	Sanford.
" 27	Albany.	2	Berne.	Barnes.
" 27	Columbia.	1	Germantown.	Albro.
June 3	St. Lawrence.	3	Norwood.	Stout.
" 3	Clinton.	2	Champain.	Sanford.
" 3	Broome.	2	Union.	Barnes.
" 3	Montgomery.	1	Albion.	Albro.
" 10	St. Lawrence.	1	Gouverneur.	Stout.
" 10	Oneida.	3	Camden.	Barnes.
" 10	Hamilton.	1	Wells.	Sanford.
" 10	Rensselaer.	1	Hoebeck Falls.	Albro.
" 17	Franklin.	2	Brushton.	Stout.
" 17	Livingston.	1	Livonia Station.	Albro.

ANSWERS.

GOOD WRITERS. (Ans. to Ques. 210.)—Partly both; To draw well pupils must have a perfect image of the object to be drawn in the mind; if they have not, i. e. the faculty of form is not well developed, they will never write well except with the copy before them; again, the faculty of form may be well developed, and the imitative power be undeveloped; either being undeveloped will make good writing an impossibility; again the nerve may be unsteady, or they may be laboring under the effects of bad early training. G. E. M.

SHOOTING INTO A WATERSPOUT. (Ans. to Ques. 210.)—Most assuredly, no. A waterspout is simply a whirlwind that occurs on the sea or a lake. It is a popular fallacy, that the water of the sea is sucked up in a solid mass, but it is only the spray from the broken waves which is carried up. G. E. M.

THE VERB TO BE. (Ans. to Ques. 222.)—Am, was, being, been, and all its modifications are parts of the verb to be, which is never transitive, when used alone is always active; is only passive when combined with has or have. Yes. G. E. M.

COURT OF ST. JAMES. (Ans. to Ques. 234.)—No authority; St. Augustine is the oldest. G. E. M.

FRIBEL'S INDEBTEDNESS. (Ans. to Ques. 212.)—It was Pestalozzi who more than any of his predecessors recognized the capabilities of the human soul for feeling, perceiving, analyzing, comparing, and reasoning, as well as remembering merely. He sought through the most gentle and persuasive means to win their confidence, and through the most simple and direct methods to cultivate their perceptive and observing powers. Froebel studied and taught under the direct influence of Pestalozzi, although not in his institution. With an original turn of mind, and unaccustomed to respect any authority, save that of clear insight, he esteemed Pestalozzi as the discoverer of new principles and methods of teaching, but he believed that these needed a broader scope and more general application, in order to rise to the dignity of a system in the education of human beings. To establish such a system on the basis of morality and reason, religion and humanity, became the single object of his life. G. E. M.

A PERFECT DEFINITION. (Ans. to Ques. 211.)—A perfect definition is one whose description is so concise and accurate as to exclude every other dissimilar subject in the universe, but not one word more than is necessary to do this. Take for instance the definition of skin. The skin is that pinkish, semi-transparent, elastic, smooth, porous, soft, pliable, and tough structure, which entirely envelopes the outside of the body. Two narrow—Skin is a substance that covers the body. Absolutely exact—Skin is the outer membranous envelope of the human body. G. E. M.

ANALYTICAL AND SYNTHETICAL TEACHING. (Ans. to Ques. 213.)—Analytical instruction is that form of teaching which begins with wholes and proceeds to the parts, and synthetic instruction that form of teaching which begins with the parts and proceeds to the wholes. Primary instruction employs both of these forms of teaching. The whole is often simpler than the parts. The parts are sometimes simpler than the whole. The one rule for the primary teacher is to begin with the simplest. WILL S. MONROE.

EXAMINATIONS. (Ans. to Ques. 215.)—Examinations are excellent tests of verbal memory; but as tests of mind development they are lamentable failures. Culture can't be measured with percentage, any more than religious or moral growth can be measured with yard-sticks. There can be no doubt but that written examinations are helpful as language lessons, but plants, leaves, birds, and minerals are more attractive subjects. But worst of all is the correction of examination papers and the grinding out of the "per cents." Men and women born for noble work in life have exhausted their immortal energies on examination papers and burned the candle of their lives entirely out computing "percentages." They

Look, look, look till the eyes are heavy and dim,
Mark, mark, mark till the brain begins to swim." WILL S. MONROE.

EXTENT OF QUESTIONING. (Ans. to Ques. 209.)—That depends altogether upon the character of the questions and the spirit of the questioners. If asked for the mere purpose of giving trouble to the teacher or as a parade of the alleged attainments of the questioner, they should not be tolerated. Children are curious and questioning; but curiosity has an educational value when properly utilized. So long as the questions have a direct bearing on the subject under consideration, this inquiring spirit should be encouraged. Whately says, "Curiosity is the parent of attention." WILL S. MONROE.

BOOK DEPARTMENT.

NEW BOOKS.

AN INDUCTIVE LATIN METHOD. By William R. Harper, Ph. D., and Isaac B. Burgess, A. M. Ivison, Blakeman, & Co., Publishers, New York and Chicago. 323 pp. \$1.00.

The method presented in this volume claims to arouse enthusiasm and increase good results. It is intended as a guide and help to pupils beginning the study of Latin, and the grammar, though important, is made secondary, and studied for the sake of the language. The pupil deals first with the living facts of the language and is aided in his work of discovering principles in the sentences furnished. The lessons are divided into seven sub-divisions, the "text," "notes," "observation," the "grammar lesson," "vocabulary," "exercises," and "topics for study." The vocabulary of the book, which is that of Caesar's Helvetian War, Book I., contains only 950 words, so that it is plain that, all other things being equal, a more thorough drill can be given on the unusual small number of words. This is the only first Latin book which gives the pupil systematic and thorough instruction in reading Latin by taking in its meaning in the order of the original.

THE INTERWOVEN GOSPELS, or The Four Histories of Jesus Christ Blended Into a Complete and Continuous Narrative in the Words of the Gospels, According to the Revised Version of 1881. Compiled by Rev. William Pittenger. New York: John B. Alden, Publisher. 245 pp. 75 cents.

The design of this volume is to provide a compilation in which the four biographies of our Lord, as found in the New Testament, are combined into a single narrative. This brings out the life and work of Christ in bold relief and will be of great value to Bible students and teachers. The order of time when it could be determined has been followed in all ordinary cases, but to preserve the unity of the subject, and to avoid cutting the different accounts into minute fragments, the order of subject has sometimes been preferred with a clearly marked statement of the chronology as well. The whole volume is divided into six periods as follows: Period I.—The Time of Preparation; II.—First Year of Public Ministry; III.—Second Year of Public Ministry; IV.—Third Year of Public Ministry; V.—The Passover Week, and VI.—After the Resurrection. There are also maps of the Holy Land, foot-notes, and a table for finding any passage where the chapter and verse are known.

CHAMBER'S ENCYCLOPEDIA. A Dictionary of Universal Knowledge. New Edition, Vol. II. Beaugency to Cataract. William and Robert Chambers, London and Edinburgh: J. B. Lippincott Company, Philadelphia. 828 pp. \$3.00.

CHAMBER'S ENCYCLOPEDIA. A Dictionary of Universal Knowledge. New Edition, Vol. III. Catarrh to Dion. William and Robert Chambers, London and Edinburgh: J. B. Lippincott Company, Philadelphia. 828 pp. \$3.00.

This might in justice be called the age of cyclopedias, and good ones too. This one is among the oldest, and in many respects the best of its class. Especially is it the best, if we take into consideration the number and scope of the subjects discussed. A serviceable cyclopedia is a mean between a library of exhaustive treatises on a large number of subjects, and a dictionary. In Chamber's we find this golden mean. It is a great advantage to have a cyclopedia that has undergone many revisions. It is this that gives to Webster's Dictionary its value. New cyclopedias must, of necessity, be imperfect; the age of this gives its value. The busy man frequently wants something at hand to which he can turn at once; for example, the custom of "Chalking the Door" is referred to in conversation. In a minute, Chamber's gives the information; or Charles I. is discussed, and Chamber's gives in a condensed manner, all the principal facts. No one disputes the accuracy of this work, and this is one of its greatest merits. Some subjects are quite extensively discussed, for example, in Vol. III we find "Copyright," "The Darwinian Theory." These are important subjects and deserve just the treatment they have received. Every school, containing pupils above the primary grade, should own some cyclopedia. We can hardly see how efficient instruction can be secured without it. We have had Chamber's on our editorial shelves for years, and although others are near by, we hardly know how we could "keep house" without it.

FENNO'S FAVORITES, No. 5. 100 Choice Pieces for Reading and Speaking. By Frank Fenno, A. M. Philadelphia: John E. Potter & Co., 1113 Market Street. 224 pp. 25 cents.

These selections have been edited with much care by Professor Fenno, who is thoroughly acquainted with the tastes and capacities of readers of all ages. No. 5 contains pathetic, tragic, humorous, narrative, oratorical, and didactic selections, with marked gestures, analyzed selections, explanatory notes showing how each should be rendered,—also an essay on reading.

FENNO'S FAVORITES, No. 6. 100 Choice Pieces for Speaking and Reading. By Frank H. Fenno, A. M. Philadelphia: John E. Potter & Co., 1113 Market Street. 234 pp. 25 cents.

No. 6 of "Fenno's Favorites" contains selections of a high character. There is a judicious variety of prose and poetry, of humor, pathos, and tragedy, while those best adapted for elocutionary practice have been chosen in every case. The type is large and clear, the paper good, and the size of the volume handy. This series is one of the best of its kind.

THE PSYCHIC LIFE OF MICRO-ORGANISMS. A Study in Experimental Psychology. By Alfred Binet. Translated from the French by Thomas McCormack, with a Preface by the Author, written especially for the American Edition. Chicago: The Open Court Publishing Co. 121 pp. Cloth, 75 cents; paper, 50 cents.

M. Binet, one of the most eminent representatives of the French School of Psychology, has presented in this work the most important results of recent investigations into the world of Micro-Organisms. This is a branch of comparative psychology little known, as no attempt has been made to present it in a systematized form. The most interesting chapters will be found to be those on fecundation, which demonstrate the same instincts and vital

powers to exist in spermatozooids, as are found in animals of higher organization. M. Binet's researches and conclusions show "that psychological phenomena begin among the very lowest classes of beings; they are met with in every form of life from the simplest cell to the most complicated organism." Following an introductory chapter, we find, "The Motory Organs and the Organs of Sense," "Nutrition," "The Psychology of Nutrition," "Colonies of Unicellular Organisms," "The Psychology of Proto-Organisms," "Fecundation," "Fecundation in Higher Animals and Plants," "The Psychological Function of the Nucleus," with "Conclusion." The cuts, eighteen in number, are illustrative of the movements, nutrition, digestion, and nuclear phenomena and fecundation of Proto-Organisms.

CLASSICS FOR CHILDREN.

A FIRST READER. 104 pp. **A SECOND READER.** 198 pp. **A THIRD READER.** 248 pp. **A FOURTH READER.** 392 pp. Boston: Ginn & Co., Publishers.

The study of language in school deservedly ranks first. Whatever changes may be made in methods, the young student must first of all give the most of his time and thought to acquiring a mastery of his own tongue. To know language, to be able to use language, is his greatest step: without language there cannot be thought; the two, language and thought, are inseparable. The advanced, best teachers are the most skillful in teaching language. Once, readers were a collection of materials mainly designed to give exercise to pupils in reading aloud. But a change has taken place, a real revolution it may be called. Reading aloud is a mere incident; to arouse, and employ, and develop, the intellectual forces, and furnish them with means for expression is now the effort of the skillful teacher. Hence the construction of text-books on language demands a large knowledge of pedagogics as well as psychology. The series of readers before us exemplify these ideas.

The author of this admirable series is Miss Jennie H. Stickney, who has done a world of good to her own pupils, and by her writings and lectures done a world of good to schools all over the country. The general idea, all the way through, is to cultivate a taste for reading. An examination of the four books shows that they emanate from one mind, and are not a collection of scraps, however good.

The First Reader presents understandable statements in large and clear type, accompanied in many cases with pictures. The pictures are very simple, yet artistic—both important; there should be a single idea presented, but it should be pleasing. A child with a book like this, and an apt teacher will make rapid progress. We think with the author, that a reader is but an apparatus, and needs to be directed by skill to produce results. The hints in this volume will be of real service to the teacher.

The Second Reader proposes to introduce real reading; here stories and verses are provided that have a living interest to the child. The teacher is to cease study of words and idioms, and arouse the child to thought by questions. The whole course of thought in this book makes it suitable for a class of children who are beginning to comprehend the use of words.

The Third Reader is made up of stories and articles that will be sure to interest a child. It is one of the features of this series, that the selections are such as will brighten the minds of the young. Words and idioms are given for study and hints made for the teacher. The materials of which the book is made show the writer was very familiar with children's minds. In readers for the young the words must sum up pictures before the mind; this seems to be the power of each sentence in the pieces we have examined.

The Fourth Reader has selections of a literary character. The steady aim all the way through has been to arouse a love for reading; not for reading in the readers only, but for other good reading. The object is to awaken a desire for knowledge. This book has good selections of prose and verse; a d it would seem that a pupil having read them in a class, directed by an earnest teacher, would ask for more like them; would be found to yearn for more of the same sort.

This series of readers will be found well worthy of use by intelligent teachers who comprehend the objects aimed at by the author and desire to attain them. There are valuable suggestions and directions for teachers that greatly enhance the value of the volumes. The books are neatly and strongly bound, and handsomely printed and illustrated. May they be widely sold.

THE GOLDEN FLEECE. A Book of Jewish Cabalism. By Thomas Frederick Page, Laconia, New Hampshire. Published by the Author. 155 pp.

This is emphatically a book of symbols, from first to last, and is a study which requires time, skill, and patience. The first four chapters are devoted to the "Hebrew Language," in which the author shows that every letter and utterance in language has a meaning other than is considered by man, as he makes use of the same in the transaction of business, or every-day life. These are followed by "The Voyage of Jason," in fourteen chapters. Then comes "An Ancient Alphabet," in eleven chapters, which contain some very curious illustrations, and diagrams. All names in pagan mythology, are woven together in this work, and in it is found the method of reading the same according to the Jews of antiquity; also the way of approaching the interpretation of sculpture as seen in ruins and remnants of past ages.

REPORTS.

TWENTY-NINTH ANNUAL REPORT OF THE MILWAUKEE SCHOOL BOARD, 1889. Wm. E. Anderson, superintendent.

Since 1876, the average number of children educated in the public schools has nearly doubled, the last average enrollment being 18,663. The value of efficient supervision is seen in the kindergarten system. For the first two or three years, that department had a superintendent. Now, however, those schools are almost entirely destitute of supervision, and were it not for the enthusiasm and devotion of many of the teachers, the whole system would fall into mechanical routine, and the work of the young kindergarten teachers would soon degenerate into the simple trade in knickknacks and infant minding. It has been found that more than 97 per cent. of the pupils are in the primary grades. The day school for deaf mutes is now thoroughly organized, and incorporated with the public school system of the city.

THIRTY-FOURTH ANNUAL REPORT OF THE SUPERINTENDENT OF EDUCATION OF ALABAMA, 1888. Hon. Solomon Palmer, superintendent.

With a per capita tax, exclusive of poll tax, averaging only 75 cents for each child within school age, fifty-seven hundred schools have been kept open on an average for more than three months each year, giving free instruction to more than a quarter of a million of children enrolled, and making a daily average attendance of 127,718. To accomplish this, the average monthly

pay of the teachers was only \$22. The colored people's university, provided for by the last legislature, has been located at Montgomery, and W. B. Paterson elected president. The superintendent thinks that county superintendents should be elected the same as other county officers.

THIRTY-FIFTH ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS OF SAN FRANCISCO, 1888. Hon. J. W. Anderson, superintendent.

The work of James G. Kennedy, head inspecting teacher, is highly praised in the superintendent's report. He says: "He brought to bear his knowledge of the philosophy of teaching to lift the teachers from the ruts of routine work into which many of them had fallen, and to place them upon a high road to greater success in the training of pupils in all those processes of development, and in the acquisition of such learning as would tend to make them more self-reliant and better thinkers." Miss Laura T. Fowler, the assistant inspecting teacher, is characterized as "an honest, capable, and faithful worker." The superintendent says that "the whole process of choosing teachers is wrong, and is but a means of distributing patronage among the members of the board."

LITERARY NOTES.

J. B. LIPPINCOTT Co. issue a novel entitled, "John Charaxes." It is said to be a story of unusual merit.

THE HUMBOLDT PUBLISHING CO., 24 East 4th street, New York, have published "Ultimate Finance," by William Nelson Black.

CASSELL & Co. will publish at once a new edition of William Robertson's "Life and Times of the Hon. John Bright," which has been brought down to date by a well-known American writer.

HOUGHTON, MIFFLIN & Co. publish in the March number of the Riverside Literature Series "The Tent on the Beach and Other Poems," by John Greenleaf Whittier, with notes especially arranged for this edition.

T. Y. CROWELL & Co., 13 Astor Place, New York, announce for immediate publication a new edition, in paper covers, at fifty cents, of "My Religion," by Count L. N. Tolstol.

SCRIBNER & WELFORD have published the "Life and Times of Girolamo Savonarola," by Prof. Pasquale Villari.

CATALOGUES AND PAMPHLETS RECEIVED.

Through the Shenandoah Valley; the Chronicle of a leisurely Journey Through the Uplands of Virginia. By Ernest Ingersoll, with illustrations by Frank H. Taylor.

Proceedings of the Forty-third Annual Meeting of the New York State Teachers' Association held at Watkins, N. Y., July 4, 5, and 6, 1888. J. W. Kimball, Amsterdam, president.

New York College for the Training of Teachers, Nicholas Murray Butler, president. Circular of Information, 1889.

Constitution of the Arizona Territorial Teachers' Association, 1888-9. Charles M. Strauss, president.

ARTICLES INTERESTING TO TEACHERS IN RECENT MAGAZINES.

A Country Day-School Seventy Years ago.—March *Longman's*.

Alcohol, Idiosyncrasies of.—April N. A. Rev.

Canon Gregory's Educational Policy.—March *Contemp. Rev.*

Colleges, The Study of the Scriptures in.—April *Universalist Quart.*

College Course, Study of English in.—March *Education*.

"Growth in Ohio.—March *Education*.

Cardinal Manning and Public Schools.—April *Forum*.

Children, Week-day Religious Instruction of.—April *Andover Rev.*

Can we Think without Words?—March XIX. *Century*.

English Spelling, A Way to Teach.—April *Forum*.

Examinations (Written), their Abuse, and their Use.—March *Education*.

Evolution and Education.—March *Education*.

Education (The New): A Symposium.—(March-April) *Meth. Rev.*

Mind (Human), The Derivative Origin of.—April P. S. Month.

Oxford, Anti-Slavery at.—(March 28) *Christian Union*.

Prohibition in Canada and the United States.—March *Macmillan's*.

Public Schools and Religion.—April *Andover Rev.*

Spiritualism, The Psychology of.—April P. S. Month.

Science Students, Why they go to Germany.—April *Atlantic*.

"and Christian Science.—April P. S. Month.

School-girls, Diet of.—(March 28) *Christian Union*.

Sexes, Relative Mental Capacity of.—March *Education*.

Two Schools.—(March 28) *Christian Union*.

The University and the Bible.—April *Century*.

Thought Transference.—April N. A. Rev.

Universities' Mission to Central Africa.—Jan. *Quar. Rev.*

Women, The Education of.—March *Nat. Rev.*

A Happy Medium.

In our efforts to urge conviction our greatest concern, often, is to captivate inclination. When we have done, our adversary admits that he has been agreeably entertained, but he is of much the same opinion as he was before. Then we attempt the direct. We establish an irresistible sequence; an adversary follows; he is convinced but offend.

Our pith pellets of argument have only amused him; but directness and sincerity are trenchant and his veneer of composure is pierced. Now what must we do? We want to convince without offence. Perhaps there is a happy medium. Let us see.

DARLINGTON, S. C., Feb. 7, 1886.

"I intended writing to you three months ago to let you know how wonderfully your Compound Oxygen helped me. I recommend it whenever an opportunity occurs." SARENA L. DARGAN.

ALBANY, N. Y., May 31, 1887.

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For September! Good Vacancies!!

1. FOR LADY TEACHERS.
We have at present nearly 400 vacancies for lady teachers. For High School work, salaries \$450 to \$1,500. For Normal work, salaries \$600 to \$1,200. For Mathematics, Science, History, Latin and Greek, \$500 to \$1,100. For Art, Music, Elocution, Modern Languages, &c., \$400 to \$1,000.
FOR GENTLEMEN.—College Professorships (several in leading Universities and Colleges, \$800 to \$2,000. For Normal work, \$800 to \$1,500. For Superintendents and Principals, \$600 to \$2,000. For High School, Academy, Seminary, &c., \$450 to \$1,600. For Grade work, \$400 to \$800. Other vacancies are coming in daily. If you expect to locate elsewhere, it will be to your interest to send for our circulars. Your best hope of success is with an Agency that puts forth effort to get vacancies for its members, and that gets them; that does not put its members on "wild goose chases" after the "probable," the "imaginary," or the "hearsay" vacancy. We get more vacancies direct from employers than all other western Agencies combined. Address, THE SCHOOL AND COLLEGE BUREAU, C. J. ALBERT, Manager, ELMHURST, ILL.

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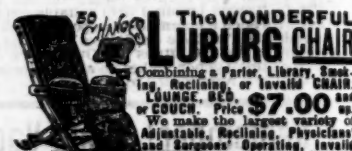
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Blotterwick: "I see that the bustle is no longer worn." His Wife: "Where did you see that, my dear?" Blotterwick (weekly): "In the newspapers." His Wife (sharply): "Well, when you see it in the street, just let me know."

"Every Spring,"

Says one of the best housewives in New England, "We feel the necessity of taking a good medicine to purify the blood, and we all take Hood's Sarsaparilla. It keeps the children free from humors, my husband says it gives him a good appetite, and for myself I am sure I could never do all my work if it was not for this splendid medicine. It makes me feel strong and cheerful, and I am never troubled with headache or that tired feeling, as I used to be."

Governess: "Name the wisest man that ever lived."

Little Dick: "Solomon."

Governess: "Correct. Name the wisest woman."

Little Dick (after meditation): "Well, if I say you, ma will get mad, and if I say ma, you will get mad."

"I never saw my hands so dirty as yours," said a mother to a little girl.

"I guess grandma has," was the quick reply.

Bound for Oklahoma.

A special party of homesteaders is being organized to leave Chicago for Oklahoma April 20th, so as to be on the ground for April 22d, the date of opening. Those contemplating going, are invited to register with James Wallace, 212 Clark Street, corner of Adams. Through cars will be run over the Santa Fe Road for this party, Chicago to Guthrie and Oklahoma City.

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Mrs. Jos. Lake, Brockway Centre, Mich., writes: "Liver complaint and indigestion made my life a burden and came near ending my existence. For more than four years I suffered untold agony. I was reduced almost to a skeleton, and hardly had strength to drag myself about. All kinds of food distressed me, and only the most delicate could be digested at all. Within the time mentioned several physicians treated me without giving relief. Nothing that I took seemed to do any permanent good until I began the use of Ayer's Sarsaparilla, which has produced wonderful results. Soon after commencing to take the Sarsaparilla I could see an

Improvement

in my condition, my appetite began to return and with it came the ability to digest all the food taken, my strength improved each day, and after a few months of faithful attention to your directions, I found myself a well woman, able to attend to all household duties. The medicine has given me a new lease of life, and I cannot thank you too much."

"We, the undersigned, citizens of Brockway Centre, Mich., hereby certify that the above statement, made by Mrs. Lake, is true in every particular and entitled to full credence."—O. P. Chamberlain, G. W. Waring, C. A. Wells, Druggist.

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